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ABSTRACT

This document brings together brief national reports describing teacher education in most of the countries which, as signatories to the European Cultural Convention, make up the Standing Conference of European Ministers of Education. Countries represented are: (1) Belgium; (2) Cyprus; (3) Denmark; (4) Finland; (5) France; (6) Federal Republic of Germany (West Germany); (7) Greece; (8) Iceland; (9) Ireland; (10) Italy; (11) Liechtenstein; (12) Luxembourg; (13) Malta; (14) The Netherlands; (15) Norway; (16) Portugal; (17) Spain; (18) Sweden; (19) Switzerland; (20) Turkey; (21) England and Wales; and (22) Austria. In each report, information is included on preservice teacher education, inservice teacher education, reforms, research, problems, and educational trends. (CB)

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STANDING CONFERENCE
OF EUROPEAN MINISTERS OF EDUCATION

SECRETARIAT : COUNCIL OF EUROPE

15th Session

Strasbourg, 16 January 1986 M ED-15-HF-30 prov.

Conference theme :

NEW CHALLENGES FOR TEACHERS AND THEIR EDUCATION

NATIONAL REPORTS ON TEACHER EDUCATION

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PREFACE

This document brings together brief national reports describing teacher education in most of the States which, as signatories to the European Cultural Convention, make up the Standing Conference of European Ministers of Education.

These reports, supplied by the Governments concerned in the last quarter of 1985, will provide essential background material for discussion on the main theme of the 15th Session of the Standing Conference :

"NEW CHALLENGES FOR TEACHERS AND THEIR EDUCATION"
(Helsinki, 5-7 May 1987)

and in connection with preparatory work for the Conference.

The information contained in the national reports will be brought up to date in December 1986, and a revised edition published for the Conference itself.

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AUSTRIA

I. INITIAL TEACHER TRAINING

1. Pre-primary stage

Pre-school children are cared for in nursery schools by teachers who have completed nursery school education. This is provided in five-year upper secondary schools following upon the 8th grade of compulsory school, (ie. ages 14-19) and culminating in a maturity examination qualifying for nursery schools, or for nursery schools and nursery boarding schools, respectively. If necessary, courses in the nursery school education of handicapped children are also conducted at these five-year upper secondary schools.

2. Primary stage

The initial training of prospective primary school teachers (the term "Primary schooling" includes here the pre-school stage, the four-grade elementary school, and sometimes a four-grade upper elementary school) presupposes the acquisition of a Reifezeugnis (maturity certificate) from an upper secondary school plus a six-semester study at a teacher-training academy. Elementary school teachers are class teachers within a system of comprehensive schooling, in all compulsory subjects except religion. The pre-school stage also caters for children of compulsory general schooling age whose admission to elementary school has been deferred owing to learning deficiencies.

3. Lower secondary stage

Teacher training academies offer six-semester courses leading to the teaching certificate for compulsory secondary general schools and pre-vocational courses (Polytechnische Lehrgänge). Students have to choose a first compulsory subject (German, mathematics, or a modern foreign language) and a second compulsory subject (from among the other compulsory subjects, with the exception of religious instruction). If necessary, teacher training academies also conduct six-semester courses leading to the teaching certificate for special schools.

For the initial training of compulsory school teachers (elementary school teachers, compulsory secondary general school teachers, special school teachers and teachers in pre-vocational courses) there are eight federal and six private teacher training academies.

4. Upper secondary stage

After passing the Reifeprüfung (maturity examination) at an upper secondary school students continue their studies at a university (graduation as "magister philosophiae" or "magister rerum naturalium") or at an arts college with university status (graduation as "magister artium", such studies lasting at least nine semesters. From the 5th semester at the latest, courses in pedagogy, psychology and didactics are offered and practical training is given. After completing their studies, graduates are introduced to teaching practice at upper secondary schools by the educational authorities or the schools themselves.

5. Technical and vocational education

Teachers in technical and vocational education fall into three categories :

a. teachers of general and commercial subjects : their training is the same as that of their counterparts in upper secondary general schools (university training) ;

b. teachers of theoretical technical subjects (engineering, law) must be university graduates in their fields and have several years' practical experience (other than university work) in their field ;

c. teachers of practical technical subjects (workshop, typing, cooking, etc.), as well as certain teachers in vocational schools without university access, must be qualified at foreman level and have several years' experience as such and may then be hired provisionally. They then attend one of four colleges of technical education for one to three years depending on the field, afterwards returning to their schools with tenure. It is also possible to attend an extended course at the college in place of the provisional teaching period.

II. IN-SERVICE TEACHER TRAINING

When new or modified curricula or syllabuses are introduced, further training is compulsory for the teachers concerned, otherwise it is voluntary. The institutions responsible for such further or in-service training are the Pädagogische Institute (further training institutes for teachers). Planning is carried out in cooperation with the Federal Ministry of Education, Arts and Sports. These institutes offer national, supra-regional and regional seminars, workshops, short and long courses, as well as individual lectures followed by discussion. Topical aspects (new subjects, reorganisation of curricula, etc.) are given special emphasis. The cost is borne by the Federal Ministry of Education, Arts and Sports. In-service training, in which university teachers also participate, is offered partly during the school year, partly during the first few weeks of the holidays.

The further training institutes are organised into departments, eg. for teachers at general compulsory schools, for teachers at technical and vocational schools, for teachers at upper secondary general schools, and for teachers at intermediate and upper secondary technical schools. According to their organisational pattern these institutes are considered "academies".

In addition, the working associations of teachers of the various subjects in the federal provinces also organise further training, financed by the Federal Ministry of Education, Arts and Sports. Training may also be offered by other institutions, such as scientific societies, industry, etc. Also the various universities organise courses, seminars, etc. for the further training of teachers.

In the upper secondary general field, about 1 800 such events were offered in 1984, attended by a total of 17 463 upper secondary general school teachers. The average number of participants per event was 25.

The areas receiving special emphasis include new developments in the various subjects, didactic principles extending beyond the limits of individual subjects, topical problems, new subject areas (eg. electronic data processing, computer technology), problems connected with the environment, modern foreign languages, literature, geography and history of the various countries, political education, modern history, etc. These fields are treated together with questions of didactics and teaching methods.

Further teacher training in technical education takes place during the school year, with teachers continuing at full pay plus expenses. Courses last from half a day to a week. The average teacher spends between three and four days per year on such courses. Several hundred courses are offered every year, closely following the changing needs of technical and vocational education.

III. REFORMS

The 5th Amendment to the School Organisation Act of 29 April 1975 replaced the original four-semester training course for prospective elementary school teachers by six-semester training courses leading to the teaching certificate for compulsory secondary general schools, special schools, and pre-vocational courses. Four technical-teacher training academies were founded for the training of teachers at compulsory technical and vocational schools, for teaching domestic-science and trade subjects at intermediate and upper secondary technical schools, as well as for teaching shorthand and typing, phonotyping, and word processing.

The 7th Amendment to the School Organisation Act of 30 June 1982 changed the four-year intermediate schools for the training of teachers and educators (the schools for nursery school education and educators) into five-year upper secondary schools as of 1 September 1985.

The course of study leading to the teaching certificate for elementary schools was extended from four to six semesters by the 7th Amendment to the School Organisation Act.

As regards the training of upper secondary general school teachers, the main reforms have affected study courses at universities and arts colleges (since 1971).

The recent reforms impinged less on technical education than on general education, since the current pattern of organisation in technical education had already been in effect for over a decade.

IV. RESEARCH

Numerous projects have been carried out as part of educational research carried out at teacher training academies, technical-teacher training academies and further-training institutes for teachers. Particular mention should be made of experiments concerning applied learning psychology undertaken at the demonstration schools attached to the teacher-training academies, the project "fear and overcoming of fear" carried out at the demonstration schools, the empirical study on "personality and behaviour in instruction" of students training for the teaching certificate for compulsory secondary general schools, the results of the 9th ATEE Conference on "Teacher Training for School Reform" in September 1984 at Linz, and the study on "general education at technical and vocational schools".

In the upper secondary field, research is conducted at the further-training institutes for teachers, many activities being undertaken in close cooperation with the universities.

In 1983 the Institute for Socio-Economic Development Research of the Austrian Academy of Sciences was entrusted with the research project "Assessment of Teacher Demand in Primary and Secondary Education, as well as in Adult Education and the Cultural Field" ; the final report has not yet been published.

V. PROBLEMS

In some provinces there is a surplus of teachers in the compulsory field (particularly elementary school teachers). At teacher-training academies, the proportion of male students in the first semester reached a maximum of 38% in 1970, having declined since 1978 to values ranging from 18% to a maximum of 21%. On the other hand, the relationship between special-subject training and educational and practical training at the teacher-training academies is completely problem-free. In the course of studies for the teaching certificate for compulsory secondary general schools, special technical subjects account for 51% of all compulsory subjects, humanities (pedagogy, psychology, sociology) and school practice accounting for 49% (19% of which is devoted to school practice).

In the upper secondary field, an improvement in the balance between theory and practice in training is under way. In this area as well, a teacher surplus is increasingly noticeable in most subjects and schools. This may eventually lead to problems of young teachers' unemployment.

This problem of teacher redundancy is less marked in technical education ; in some fields (eg. mechanical engineering, electronics) there is even a pronounced teacher shortage.

The problem of teachers of theoretical technical subjects (engineering, law) is that they receive no training in education before entering the profession. They are, however, subject to compulsory training courses during their first few years at school.

VI. STATISTICS

The number of first-semester students at teacher-training academies rose from 2 170 in the autumn of 1968 to 4 214 in the autumn of 1975, falling to 2 257 in 1984. Of this figure, the study course for the teaching certificate for elementary schools accounted for 48.3% of students, the study course for the teaching certificate for compulsory secondary general schools for 40.8%, and the study course for the teaching certificate for special schools for 10.9% of students. As of 1 November 1984, a total of 6 469 regular students were enrolled at teacher-training academies, and 785 regular students at technical-teacher training academies.

In 1984, the number of teachers at upper secondary general schools amounted to 17 463, 1 250 of whom were teachers in their probationary year.

The number of teaching certificate examinations for the upper secondary stage passed in the academic year 1982-83 amounted to 1 586, broken down as follows (as a rule two subjects per examination) :

Religious instruction	30
History and social science	440
Handicraft	3
Music	37
Latin	79
English	390
Italian	60
Romance language	13
Slavonic language	7
Descriptive geometry	22
Chemistry	64
Biology and environmental sciences	113
Introduction to philosophy	79
Arts education	33
Handicraft (textile)	24
German	449
(Ancient) Greek	12
French	299
Spanish	19
Russian	23
Mathematics	243
Physics	158
Geography and economics	198
Physical education	240
Unspecified	135

Number of teachers at technical and vocational schools (1984/85)

	Male	Female	Total
Compulsory technical and vocational schools	3 569	1 003	4 572
Intermediate and upper secondary technical schools	8 983	7 516	16 499
Technical and vocational academies	135	88	223
Total	12 687	8 607	21 294

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BELGIUM

I. INITIAL TEACHER TRAINING

In Belgium, teachers undergo initial training at higher teacher-training institutes or at universities.

A. Training at higher teacher-training institutes

Initial training for pre-school, primary and lower secondary teachers is carried out at higher teacher-training institutes, and may comprise one or more types of course :

- course leading to the award of the pre-school teaching diploma ;
- course leading to the award of the primary teaching diploma ;
- course leading to the award of the lower-secondary teaching diploma (A.E.S.I. - agrégé de l'enseignement secondaire inférieur).

These three types of training are at the short-duration higher education (non university) level, and they are open to holders of a recognised certificate of upper secondary education proving that they have successfully completed their secondary studies (six years).

The courses used to last two years. This has been increased to three years with effect from academic year 1984-1985, so that the requirements for a sounder academic and vocational training can be better satisfied.

The two Ministers of National Education (one French-speaking and the other Dutch-speaking) are responsible for the organisation and content of these courses, so the arrangements differ in the two language sectors.

1. The Dutch-speaking sector

1.1. Pre-school teacher training

Content of the course : general studies, educational psychology (including leadership), musical education, education in the plastic arts, physical education, the use of audio-visual aids and computers, vocational training (teaching methods).

1.2. Primary teacher training

Content of the course : general studies, educational psychology (including leadership), musical education, education in the plastic arts, physical education, handicrafts, the use of audio-visual aids and computers, vocational training (teaching methods).

1.3. Secondary teacher training

1.3.1. Standard training

This is designed for teachers who will be giving instruction in general subjects and in certain special subjects in lower secondary education (pupils aged 12 to 15).

Organisation of the course

1. General section

This section comprises several options. The student first selects a basic course from the following four : Dutch, French, English and mathematics.

The student then chooses one of the two courses which are linked to the basic course. For instance, history and geography go with the basic courses in Dutch, French and English. Students who have selected mathematics have a choice between biology and physics.

Finally, the student selects a third course, his choice this time being dependent on his previous choices. He has the following list to choose from : geography, biology, ethics or religious education, physics, economics, chemistry, German and Latin. It is also possible to opt for a scientific/geographical basis for study, consisting of four courses : biology, chemistry, physics and geography.

2. Plastic arts section

3. Physical education section

There are two options in this section :
- physical education - biology
- physical education - recreational activities.

Content of the courses in all sections

- theoretical studies
- associated studies
- science of teaching, psychology and general teaching methods
- Dutch (where this is not the basic course)

- religious education or ethics (not associated with a particular field)
- the use of audio-visual aids and computers
- vocational training (sessions on teaching methods and sessions on the specific subjects).

1.3.2. Technical teacher training

This is designed for teachers who will be giving technical and practical vocational instruction in secondary education. It comprises two types of training : standard technical teacher training and technical instruction.

1.3.2.1. Standard technical teacher training

This is full-time training covering technical fields and teaching.

Organisation of the course

Standard technical teacher training comprises nine sections :

- electricity/technical education/technology
- commerce
- wood/technical education/technology
- home economics/technical education/technology
- needlework/technical education/technology
- agricultural economics/technical education/technology
- mechanical science/technical education/technology
- industry/technical education/technology
- beauty care.

Content of the courses in all sections

- Dutch
- teaching methods
- teaching practice
- technical education/technology (except in the commerce and beauty-care sections)
- the use of audio-visual aids and computers.

1.3.2.2. Technical teacher training courses

These courses enable persons who already hold technical, arts or professional diplomas and have had professional experience in their field to obtain teaching certificates qualifying them to give technical and practical vocational instruction in secondary and higher education.

These courses are part of the short-duration (part-time) type of teacher training in higher education for social advancement. The courses last for one, two or three years :

1 year : for those who already hold higher education diplomas
2 years : for those who already have upper secondary education diplomas
3 years : for those who already have lower secondary education diplomas.

The training comprises general studies, teaching methods and teaching practice.

2. The French-speaking sector

The reform has three purposes :

- to introduce, as part of academic training, a general training element which is identical for the three categories of teacher ;
- to increase future teachers' academic knowledge of those subjects which they will be required to teach ;
- to ensure a sound professional training for the relevant educational level, while at the same time enabling students to familiarise themselves with the other levels and types of education (special education and education for social advancement).

The aim of the general training is to develop logical thinking, to impart to students a more thorough knowledge of State structures and the workings of society and of economic life, and to make students more familiar with the various aspects of cultural life, the new computer technologies and the audio-visual field.

The specialist training for pre-school and primary teachers concentrates on those subjects which underlie the activities of pre-school education or appear on the primary-school curriculum, especially the two fundamental languages : the mother tongue and mathematics.

The specialist training leading to the lower secondary teaching diploma has also been intensified. It is actually confined to two subjects, or even a single one in the case of highly specific training (physical education, plastic arts, textiles and clothing, domestic science, etc.). In exceptional cases, it may comprise three subjects where these complement one another (physics/chemistry/biology or geography/chemistry/biology).

Practical teacher-training varies as the course proceeds : first year - familiarisation with the classroom situation ; second year - concentration on special methodologies and on learning how to put these into practice ; third year - independent teaching for fairly long spells to enable the future teacher to assume full responsibility for a continuous period of instruction and to get the feel of a class or group.

As this practical training is the joint responsibility of the educational psychologist and the specialist subject teacher, there is a continuous interaction between theory and practice.

Higher education institutes are also urged to stress the importance of certain aspects of a form of education which claims to be all-encompassing : health education, safety instruction, intercultural education, in short, a system affording boys and girls equal opportunities both in and through education, etc.

Finally, it is recommended that the students be encouraged to broaden their own culture by intensifying their contacts with the various circles forming the environment of the higher education institute.

Technical teacher-training is organised as in the Dutch-speaking area (see 1.3.2.2. above).

B. Training at universities

Prospective upper-secondary teachers undergo their initial training at universities. This training is open to students holding fitness certificates for higher education, certificates awarded to holders of the recognised secondary education certificate who pass the so-called "maturity examination".

The training leads to :

- a degree awarded on the successful completion of 4, or sometimes 5, years' academic training in such subjects as philosophy, history, classical philology, German philology, Romanic philology, the sciences (chemical, physical and mathematical sciences, etc.) and physical education ;
- an upper-secondary teacher's diploma (A.E.S.S. - agrégé de l'enseignement secondaire supérieur) awarded to students on the successful completion of their teacher training, which they have the option of undergoing simultaneously with their last two years' - even, intensively, with their final year's - academic education.

This teacher training comprises experimental teaching, the history of teaching, general and special methodology and teaching practice.

The qualifications awarded at the end of this training are also valid for teaching in non-university higher education. Teachers at this level therefore do not receive specific initial training. In the course of their careers, they may attend in-service training courses specifically aimed at this level of education.

II. IN-SERVICE TRAINING

A. The Dutch-speaking sector

1. Pre-school and primary

1.1. Compulsory training

1.1.1. Teacher conferences

Organised twice a year by the inspectorates, these conferences are held in a school, and the cost is met by the organising authority. Teachers are obliged to attend the talks/lectures, demonstrations, discussions and practical activities.

1.1.2. In-service training

- The various organising authorities may arrange in-service training activities during normal school hours, with a maximum of one half-day per fortnight.
- Because of the primary-school reform which is being introduced, head-teachers are obliged to attend 5 one-day seminars specially organised for them.

1.1.3. Primary teachers in special education have to attend three half-days' refresher training per year in remedial teaching.

1.2. Optional training

1.2.1. Organised by official bodies

- A 3-day "teachers' week" is organised each year by the Ministry of National Education, in 3 different places. Some 900 pre-school and primary teachers attend.
- Teaching courses (lasting 3 years) are organised by State-approved higher teacher-training institutes.
- Specialist courses (2 years) are organised for teachers in special education, and these are recognised by the State.

1.2.2. Organised by teachers' associations, specialist refresher-training centres, adult education centres

These undertake activities varying widely as regards both content and working methods.

2. Secondary (upper and lower)

2.1. Since academic year 1979-80 annual refresher courses have been organised for secondary teachers. A refresher course for all permanent (State) teachers was held in 1979-80 on the subject of "assessment and the class council".

In the 1980-81 refresher course for (State) teachers of history, social education and technical subjects the emphasis was on the approach to adopt in these subjects in secondary education after the reform.

In the 1981-82 refresher course for teachers of general subjects in vocational education, the accent was on purposeful instruction in general subjects, as part of an education centred on vocational training.

A refresher course in 1983-84 for teachers in the second stage of the reformed secondary system (14 to 16 year old pupils) dealt with "Differentiation within the class".

2.2. Teachers' seminars

One-day seminars are organised for secondary teachers in the same way as for pre-school and primary teachers, usually according to subject, by the inspectorate. All aspects of teaching as practised in the classroom are studied.

One-day seminars for the refresher training of teachers of technical subjects and the updating of professional practice are primarily devoted to new technologies, their development, and their consequences as regards teaching methods.

2.3. As of academic year 1982-83 teachers in the technical and vocational education sectors have the opportunity to attend two, four, six or eight-months courses in industry or commerce in order to improve their knowledge of their subjects. During their absence from school, they are replaced by temporary teachers.
These optional courses, though still experimental and not yet recognised in any official document, may be regarded as a step towards the institution of a sabbatical year.

2.4. Optional refresher courses

Many initiatives have been taken by cultural organisations and even by universities. These are not solely content-oriented, having a strong bias towards teacher-pupil relationships and the difficulties inherent in the present economic situation. They are concerned particularly with computer science.

B. The French-speaking sector

The further-training requirements are assessed by the responsible department, in consultation with the inspectorate teams, the teams implementing reforms at various levels, and teams from the self-training and continued training centres.

The priorities attached to these requirements are dictated by what is financially possible, by staff and resources available and by the need to avoid disrupting teaching in schools, for teachers are dispensed from teaching throughout the period of continued training without any interim replacement.

The major difficulties involved in reconciling continued training and normal school activity constitute a serious handicap to any programmed introduction of continued training, despite general recognition that such training is extremely necessary.

Continued training is never compulsory ; it may be recommended by the inspectorate or the school's head-teacher ; it may be that teachers spontaneously feel a need for such training when they realise that they are no longer up-to-date with developments in the knowledge or skills which they teach, or if they are experiencing difficulties in inter-personal relationships with their pupils or the latters' parents, or are having difficulty in working in a team.

Continued training is organised in as decentralised a way as possible : as close as possible, that is, to the schools, grouped into "teaching centres".

Certain activities are held in the continued-training centres (of which there are one for general subjects, one for technical subjects and three for ecology and nature study) if the appropriate equipment is available only at these centres.

The appropriations for continued training are insufficient : they are estimated to be about 3 thousands of the total wage bill.

In principle, continued training is free of charge for members of the staff of State-run schools. In view of the voluntary nature of participation in continued training, it is difficult to calculate the percentsge of teachers involved in an annual programme. Besides, a good proportion of the estimated 5% of staff involved annually are teachers who, convinced of the need for in-service training, attend most of the activities.

The subjects covered by continued training of course include the new computer technologies, but also, and perhaps above all, the updating of the knowledge and skills taught, as well as anything connected with relationships within and between the groups involved in the educational process.

The activities organised vary and include one-day seminars allowing persons whose jobs are the same, to compare notes ; residential courses at which teaching syllabuses are worked out or educational tools devised ; teachers' weeks (during school holidays) devoted to subjects such as reading, remedial teaching, computer science teaching, project-based education, differentiated teaching, etc. In-service training may also take the form of practical courses in industry lasting several weeks or months.

III. REFORMS

Comments were made on these at I.

IV. RESEARCH

The main areas in which research has been done in the last ten years are the following :

- linguistics in the teaching of the native language ;
- internal differentiation and individualisation ;
- programmed teaching ;
- computer-aided teaching ;
- modular teaching ;
- technical teaching and preparation for a professional qualification (job profiles and training routes) ;
- intercultural teaching.

V. PROBLEMS

1. In initial training

- Many students start training to be pre-school or primary teachers or for the lower secondary teaching diploma after failing at university.
- Students generally have a poor command of their native language.
- The teaching staff at teacher-training institutes do not have sufficient knowledge of practical teaching methods used in pre-school, primary and lower-secondary education.
- The training of teachers in universities has not yet been reformed, despite the increasingly urgent need to intensify the vocational element of the training. Each Department organises both the academic and the vocational training of its students, concentrating its efforts on quality in the academic training in the belief that the vocational teacher-training is secondary and interests only some of the students.

2. During in-service training

This training is inadequate and desultory : there is no coordination between the bodies which organise the training activities, and there is no link between the initial and in-service training.

3. Employment

There is a great imbalance between supply and demand in employment. The decrease in the school population has, however, been partly offset by measures to preserve jobs. There are far more teachers in some disciplines than in others. In spite of campaigns intended to help the young make enlightened choices, certain branches of study continue to be particularly popular.

In the French-speaking sector there is a shortage of secondary teachers in certain disciplines : mathematics, physics and most technical subjects.

4. Increasing proportion of women in the teaching profession

The majority of members of the teaching profession are female. The proportion of women decreases progressively from the lowest level (pre-school, where there are virtually no male teachers) to the highest (university). The proportion of women is rising at all levels. No corrective mechanism is used.

STATISTICAL INFORMATION

1) Numbers in higher teacher-training

		PRE-SCHOOL			PRIMARY			LOWER SECONDARY		
		French-speaking sector	Dutch-speaking sector	National total	French-speaking sector	Dutch-speaking sector	National total	French-speaking sektor	Dutch-speaking sector	National total
75-76	M	4	—	4	570	929	1499	2051	1903	3954
	F	442	531	973	1721	2053	3774	3884	3091	6975
	T	446	531	977	2291	2982	5273	5935	4994	10929
80-81	M	8	28	36	834	1393	2227	1944	2659	4603
	F	1079	1410	2489	2448	3251	5699	3642	5565	9207
	T	1087	1438	2525	3282	4644	7926	5586	8224	13810
82-83	M	10	52	62	870	1345	2215	1681	2687	4368
	F	1129	2125	3254	2486	3542	6028	3021	5635	8656
	T	1139	2177	3316	3356	4887	8243	4702	8322	13024
83-84	M	10	72	82	754	1291	2045	1570	2454	4024
	F	1318	2342	3660	2257	3386	5643	2833	5247	8080
	T	1328	2414	3742	3011	4677	7688	4403	7701	12104
84-85	M	11	66	77	597	1081	1678	1519	1852	3371
	F	1214	2301	3515	1826	2843	4669	3154	4333	7487
	T	1225	2367	3592	2423	3924	6347	4673	6185	10858

2) Staff in post in 1984

A) French-speaking sector

TYPE OF EDUCATION	M	F	TOTAL
PRE-SCHOOL AND PRIMARY	8.270 24,52 %	25.454 75,48 %	33.724 100 %
SECONDARY	25.558 45,71 %	30.350 54,29 %	55.908 100 %
HIGHER (NON-UNIVERSITY)	3.892 53,91 %	3.328 46,09 %	7.220 100 %
SPECIAL	2.962 39,11 %	4.611 60,89 %	7.573 100 %
SOCIAL ADVANCEMENT	6.454 73,84 %	2.287 26,16 %	8.741 100 %

The figures below show the numbers of that staff employed as inspectors or heads of establishments.

PRIMARY	1.494 59,95 %	998 40,05 %	2.492 100 %
SECONDARY	566 69,28 %	251 30,72 %	817 100 %
HIGHER	121 69,14 %	54 30,86 %	175 100 %

B. Dutch-speaking sector

School year 1984-1985
Situation at 30.6.1985

TYPE OF EDUCATION	M	F	TOTAL
PRE-SCHOOL (including special education)	20 0.18%	11,030 99.81%	11,050
PRIMARY (including special education)	10,920 39.98%	16,389 60.01%	27,309
SECONDARY, FULL-TIME (including special education)	32,143 51.04%	30,825 48.95%	62,968
SECONDARY, FOR SOCIAL ADVANCEMENT	1,578 52.46%	1,430 47.53%	3,008
ART, FULL-TIME	723 74.45%	248 25.54%	971
ART FOR SOCIAL ADVANCEMENT	1,409 58.58%	996 41.41%	2,405
HIGHER, NON-UNIVERSITY, FULL-TIME	4,623 64,11%	2,588 35.88%	7,211
HIGHER, NON-UNIVERSITY, FOR SOCIAL ADVANCEMENT	715 85.52%	121 14.47%	836
	52,131 45.04%	63,607 54.95%	115,738
COMPRISING : Full-time teachers	42,278 48.09%	45,629 51.90%	87,907
Part-time teachers	9,853 35.40%	17,978 64.59%	27,831

CYPRUS

I. INITIAL TEACHER TRAINING

1. Pre-primary education

Since 1975 initial teacher training for pre-primary education has been provided as a three-year course at the Pedagogical Academy. Prior to this, teachers for pre-primary education were trained in Academies for Nursery School Teachers in Greece or other equivalent institutions in various European countries.

2. Primary education

Initial teacher training of primary school teachers in Cyprus (Greek) is provided by the Pedagogical Academy. (For Turkish Cypriot students there is a similar institution). The Pedagogical Academy was established in 1959 shortly before the official declaration of independence, in succession to the Teachers' Training College of the colonial administration. Until 1965 the course lasted two years. After that, it became a three-year full-time course.

The Pedagogical Academy is directly dependent on the Ministry of Education, which specifies the wider framework within which it functions.

In the running of the Pedagogical Academy, the Teachers' Staff and the Students' Union play an important role. Within the framework set by the Ministry of Education, all decisions concerning the internal structure and life at the Pedagogical Academy are taken jointly by the members of the Staff and the Students' Union.

Studies at the Pedagogical Academy include the following three areas of work :

(a) regular classes ;
(b) practical training ;
(c) cultural events.

Courses fall into the following categories :

a. Courses in Education and Psychology.

b. Content courses, both theoretical and practical, which cover the lessons taught in primary and nursery education.

c. Liberal studies.

d. Electives (for year III only).

All courses are compulsory for years I and II. Year III includes a cycle with compulsory subjects and a second cycle with electives.

It is a fixed policy of the Pedagogical Academy of Cyprus to adjust the curriculum at frequent intervals in order to satisfy the needs of the local educational system and in the light of international developments in the field of teacher training.

The Pedagogical Academy attaches particular importance to the practical preparation of its students and organises :

(a) student teaching practice lasting 15 weeks, divided into 5 sessions;

(b) demonstration lessons ;

(c) attendance of the start and finish of school work in primary and nursery schools.

Students do their teaching practice in different classes and schools during each session. This gives them the opportunity to acquire as much experience as possible.

The education of the students, which is mainly accomplished through the courses and the practical training, is supplemented by the organisation of various cultural events which are planned jointly by the Students' Union and the Staff.

Besides offering a number of experiences, cultural activities help the students to acquire competence in organising similar cultural activities in the schools or communities where they will work.

At the end of the three-year course the students are awarded the Diploma of the Pedagogical Academy which qualifies them to teach in nursery and primary schools.

The development of the personality, along with the professional training and widening of intellectual interests of the student are basic aims for the education of primary and nursery teachers.

To achieve these aims, the Pedagogical Academy endeavours to create a democratic climate which allows for the development of initiative, the cultivation of sociability and the prevalence of a spirit of responsibility. This is done through the development of interpersonal relations, informal meetings between teachers and students, an active involvement of the Students' Union in the running of the Academy, the running of various student clubs and societies and the organisation of various social events with the participation of both students and staff.

3. Lower and Upper Secondary

Because there is no university in Cyprus, secondary school teachers are educated outside the island, mostly in European countries ; the highest proportion of them in Greece. Almost without exception, student teachers become subject specialists and they lack training in pedagogy and educational methods.

Obviously, the newly appointed secondary school teachers are in need of pedagogical training. This task has been assigned to the Pedagogical Institute, which is part of the Ministry of Education. Early in their professional careers, secondary school teachers are required to attend a year-long course on methods and principles of teaching which is offered once a week. Trainees' classroom workload is reduced during the course. The course provides for both residential and school-based sessions : it focuses on methods and principles of teaching, the psychology of learning, the psychology of the adolescent and classroom management ; it combines theory and practice ; it requires trainees to practice micro-teaching and teach in real classroom situations with planned observation.

II. IN-SERVICE TEACHER TRAINING

The in-service training of both primary and secondary school teachers and administrators is the responsibility of the Pedagogical Institute. Staffing of the Institute comes from within the Cyprus educational system (members of the Inspectorate and successful teachers holding graduate degrees) or from outside the island, through provisions of exchange agreements signed by the government and foreign agencies (Fulbright Commission, British Council, German Committee for Technical Cooperation (GTZ), and Higher Educational Institutions). The Institute is the primary agent for educational development and change in the Cyprus educational system. Along with in-service activities, the Institute is also responsible for conducting educational research, documenting and disseminating educational information, and promoting educational technology.

The programme of in-service training includes courses on classroom instruction and school organisation and administration. Included in the set of in-service training activities for a given year are courses with a particular emphasis on subjects and/or trends in education ; thus, the programme of the last two years of in-service training indicates clearly that an emphasis has been placed on computer studies, ecological studies, language instruction, school management, teaching through problem-solving and student evaluation.

The courses on classroom instruction refer occasionally to the content of instruction and mostly to new ideas on methods of teaching and classroom procedures. These courses take several forms (workshops, seminars, lectures, tutorials), they are of different duration (one-day courses to up to three-week courses) and they employ different working patterns (courses given on consecutive days, on a block of days allowing for intervals for practical application and testing of ideas, once a week).

A recent development with respect to the above courses is an effort to combine them with some type of action research and to assess their impact on teachers and students. In-service training on school organisation and management also includes short duration courses for headmasters which focus on specific issues and problems of school management and long-duration courses (20 sessions approximately) for deputy headmasters which are intended to prepare participants for the headship role.

Almost all courses are offered during teachers' free time, they are intended for the total teacher population or for segments of that population, and conditions are created in most cases for equal access by offering the course at various locations. Teachers select courses on a voluntary basis and without charge since in-service training is subsidised by the government.

The planning of the various courses of in-service education is based on periodic needs assessment surveys and on consultations between the director of the Institute and officials at the Ministry of Education. The courses to be offered for a given academic year reach each school unit sometime in May of the preceding year. While certain groups of school personnel are required to attend specific courses, the majority of teachers and school administrators are free to attend the courses they prefer. Not infrequently the demand for certain courses is so high that the Pedagogical Institute is required to organise additional course offerings to accommodate this high demand.

III. REFORMS

A major reform of the Pedagogical Academy was the establishment of a new department for the training of nursery school teachers, functioning from the academic year 1975-76 on.

IV. RESEARCH

Two major research efforts may be mentioned with respect to in-service education in Cyprus since 1975 :

The first was a comprehensive needs assessment survey conducted by the Pedagogical Institute in 1980 ; this survey provided the information on which the planning of in-service training activities has been based.

The second research effort concerns evaluation of all the courses offered by the Pedagogical Institute through a centralised system and a master computer programme ; this evaluation is based on participants' views of the effectiveness of the various courses, supplemented by systematic classroom observation and case studies.

V. STATISTICS

Table 1

Enrolment figures for Initial Teacher Training for the years 1975-84 by level and sex

Year	Pre-primary			Primary			Total Enrolment
	Male	Female	Total	Male	Female	Total	
1975	-	28	28	12	13	25	53
1976	-	26	26	8	11	19	45
1977	-	16	16	6	8	14	30
1978	-	21	21	6	9	15	36
1979	-	25	25	-	-	-	25
1980	-	28	28	8	17	25	53
1981	-	27	27	-	-	-	27
1982	-	-	-	15	15	30	30
1983	-	42	42	36	77	113	155
1984	-	52	52	30	27	57	109

Table 2

Extent of participation in In-service Training Courses by Academic year and type of participant

Academic Year	Teachers						Inspectorate and Teacher Trainers	
	Primary		Secondary		Primary & Secondary			
	N	%[a]	N	%[a]	N	%[a]	N	%
1983-84	2092	83.1	440	15.3	920	17.1	28	26.7
1984-85	1089[b]	42.7	714	25.5	320[b]	6.0	94	89.5

a : Percent of the total population for that group

b : Figures refer to the first six months of the academic year only.

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DENMARK

A. TRAINING OF TEACHING STAFF ENGAGED IN PRE-SCHOOL EDUCATION

I. INITIAL TEACHER TRAINING

Pre-school teacher training takes place at 22 colleges.

Duration : three years.

Level : Post-secondary. The entrance requirements are "Studentereksamen" (Upper secondary school leaving examination) or similar qualifications achieved in different ways, eg. in folk high school and courses, combined with some years' practical work especially in kindergartens, etc. or vocational training.

Subjects taught : Psychology, pedagogy, social subjects, applied pedagogy, music, dramatics, rhythmics, workshop subjects, natural sciences, rhetoric, and Danish. There are also courses in study techniques, first aid, psychiatry, etc. Additional requirements are the completion of a special study of the student's own choice, lessons in elective topics, and weeks devoted to the study of special topics.

Teaching practice : 28 weeks in all.

II. IN-SERVICE TEACHER TRAINING

In-service training is usually organised close to working life as part-time courses (once a week during ten months) or short-time courses (1-4 weeks). Approximately 30% of the pre-school teaching staff attend one (or more) courses per year. A few (2-3%) attend a full-time course/graduate studies, normally of ten months duration.

Courses are initiated by organisations, local authorities, the Ministry of Education and the Royal Danish School of Educational Studies. The curriculum varies according to needs.

Students normally obtain a reducation of working hours from their board/municipality while attending courses.

III. REFORMS

At the moment a revised study programme is being worked out. More emphasis is laid upon natural science, remedial teaching, language/mother tongue and transition from pre- to primary school.

IV. RESEARCH

No research, but some innovation studies in cooperation with local authorities.

V. PROBLEMS

Expected unemployment among pre-school teachers has led to shortage of applicants and reduction of capacity.

Lack of political aims for pre-school education in the social sector leads to frustration in planning of teacher training.

VI. STATISTICS

Enrolment of students :

	1973	1977	1980	1984
Total number	1878	1680	1745	1267
Male students	17%	14%	10%	8%

B. TRAINING OF TEACHING STAFF EMPLOYED IN THE UPPER SECONDARY SCHOOL AND AT HIGHER PREPARATORY EXAMINATION COURSES (HF)

I. INITIAL TEACHER TRAINING

The qualifications required of teachers employed in upper secondary schools have been laid down in the Upper Secondary Schools and Upper Secondary Courses Act of 28 June 1977 with subsequent amendments. According to this Act, the requirements are the "kandidateksamen" (the Master's major-minor degree) from a university (or a similar approved course of education) within the range of subjects taught in the upper secondary school and pedagogical training. The courses of education leading to the "kandidateksamen" usually consist of two subjects. After passing this examination, candidates undergo pedagogical training during a subsequent five months' period of teaching practice at an upper secondary school. Simultaneous with the teaching practice, the trainees take a course in theoretical pedagogy. The total number of candidates undergoing this pedagogical training was between 800-900 per year in the period 1982-84.

II. IN-SERVICE TEACHER TRAINING

In-service training for upper secondary school teachers consists of courses in individual subjects arranged by the Ministry of Education (Directorate for Upper Secondary Education) in cooperation with the specialist associations (the English teachers' associations, the mathematics teachers' associations, etc.). Its organisation is very decentralised and there are no in-service training institutions along the lines of the Royal Danish School of Educational Studies or the State Institute for the Educational Training of Vocational Teachers (SEL). The Ministry of Education finances the instruction given at these courses as well as participants' travel. The latter, or their appointing authority pay for board and lodging. Course participation is not obligatory. The courses are rather short, normally 1-3 days. Week-long courses are rare. There are no longer courses. It is considered appropriate that the teachers have the opportunity to attend the very short courses (1 day) every second year, the slightly longer courses (3 days) every 4-5 years. Frequency of attendance of individual teachers varies a lot.

III. REFORMS

The idea behind a recently implemented reform of the administrative regulations governing university courses of education in the humanities is to try to incorporate the pedagogical training of candidates who wish to be teachers, i.a. in the upper secondary school, as a part of the course. Similar changes in the education of social and natural sciences candidates have not yet been carried out, but are under consideration.

IV. RESEARCH

None.

V. PROBLEMS

There is a marked imbalance between the number of male and female teachers in the natural sciences subjects : mathematics, physics and chemistry, as a relatively small number of employed women teach these subjects. Of the total number of permanently employed teachers, approx. 60% are men and approx. 40% are women. It is, however, estimated that there is a more equal distribution in the employment of new teachers. There are no statistics on this.

In consideration of the fact that only few new teachers will be taken on in the upper secondary school in the next few years due to lower or static pupil intake and very limited natural retirement among teachers, there is a very urgent need for in-service training courses, for which present appropriations are too small. There is still a lack of teachers in mathematics, physics and chemistry and particularly in etp (computer studies). There is a surplus of candidates in the humanities and a rather high rate of unemployment among upper secondary school teachers who have graduated in the humanities.

VI. STATISTICS

A total statistical record can be found in Uddannelsesstatistik (Educational statistics) 1984, No. 2, published by the Economics and Statistics Division of the Ministry of Education.

In 1982 the Economics and Statistics Division of the Ministry of Education elaborated a long-term prognosis concerning "Gymnasieomraadernes laererbehov og Magistrene" (the demand for teachers in the upper secondary school areas and the M.A.'s and M.Sc.'s) (December 1983).

C. THE EDUCATION AND TRAINING OF TEACHERS FOR THE "FOLKESKOLE" - Comprehensive schools, grades 1 to 9 (10) (primary and lower secondary)

I. INITIAL TEACHER TRAINING

According to clause 27 of the Act on the "Folkeskole", to qualify for a post in that sector teachers must have completed a four-year course at a teacher training college.

Institutions : 24 colleges for teacher education and training distributed throughout the country.

Admission requirements are generally speaking the same as for universities and other institutions of higher education, that is "Studentereksamen" (Upper Secondary School Leaving Examination) or a similar background.

The curriculum comprises the following common core subjects (compulsory for all students) : education, psychology, curriculum studies, social studies, teaching practice (12 weeks + 112 hours), Danish, arithmetic, and three of the following basic school subjects : creative art, music, physical education, and handicraft.

In addition, students study two general subjects at advanced level and have to do a special study in the field of education. There are also a number of additional obligatory courses.

The general school subjects which can be taken at an advanced level are : Danish,arithmetic/mathematics, geography, biology, history, physics and chemistry, English, German, French, contemporary studies, home economics, woodwork as well as creative art, music, physical education, and handicraft. (1/3 of the time is spent on teaching theory and practice, 1/3 on school subjects at advanced level and 1/3 on the remaining basic school subjects).

As will have appeared it is teacher education and training on the parallel model.

II. IN-SERVICE TRAINING OF FOLKESKOLE TEACHERS

Danish teachers are strongly interested in further education on a voluntary basis.

The in-service training of Folkeskole teachers takes place primarily at the Royal Danish School of Educational Studies and its seven departments in the provinces.

The aim of its activities is to give teachers the capacity to plan and carry through their work in the subjects of the Folkeskole and relating to its functions.

The Royal Danish School of Educational Studies is an institution of higher education which, concurrently with its teaching task, has an obligation to develop and utilise scientific research of interest to the school.

As the Royal Danish School of Educational Studies is an institution of higher education, there is considerable user influence on its activities. As students at the School, Folkeskole teachers take a large part in the planning of in-service teacher training.

Each year the School issues a comprehensive curriculum (124 pages - three columns) listing offers of in-service training courses. Of the approximately 60,000 Folkeskole teachers in Denmark, about 25,000 - 30,000 each year apply for admission through local authorities who certify that the applications are in accordance with local needs. As appropriations are not sufficient to meet demand, "only" about 15,000 can be admitted. By far the majority of these are admitted to part-time courses lasting 3-6 hours a week over a whole year. Teachers attending part-time courses continue to teach, allowing them to co-ordinate theory and practice during the course of their in-service training. The municipality grants such teachers a reduction of their obligatory teaching hours, This reduction amounts to an annual municipal expenditure of 200-300 million Dkr. The full cost of providing for substitutes for approximately 200 teachers can be borne by the State, enabling them to concentrate fully on their further training for a whole year.

In addition to the in-service training courses, which represent the bulk of the School's activities, approximately 500 students are admitted to the School each year. They do graduate studies in pedagogy/psychology, often combined with the subject taught in the Folkeskole for 3-6 years.

Some graduates in pedagogy use the qualifications thus obtained to work as school psychologists, consultants in ministries, counties, and municipalities. Others use their qualifications for employment as teacher training college teachers, giving them some influence on the basic training of teachers.

The Royal Danish School of Educational Studies has authority over its own admissions, administered more or less in accordance with the certifications submitted by the municipal authorities. The annual operational budget of the Royal Danish School of Educational Studies amounts to approx. 150 million Dkr.

In recent years, teachers have shown increasing interest in in-service training in data processing.

III. REFORMS

In 1975 a minor reform aimed to give greater emphasis to the didactics (the teaching aspect) of the school subjects.

In 1982 the curriculum was reorganised to ensure - among other things - that all students are acquainted with the problem of

1. children's transition from pre-school to primary education ;
2. children's transition from the "Folkeskole" to other kinds of education or work ;
3. the teaching of children with special needs.

In 1985 a reform aimed to

1. increase the job possibilities of graduates outside the "Folkeskole" through a broadening of the curriculum on the initiative of the individual institutions ;
2. make even very small institutions viable ;
3. increase the role of teacher training colleges in the in-service training of teachers (see II).

IV. RESEARCH

No research proper.

V. PROBLEMS

According to official prognoses a growing surplus of teachers can be expected (see measures mentioned under III).

This has led to a fall in the number of applicants, especially at colleges in the thinly populated areas, and to cuts in the number of students per year.

Enrolment

1973	1977	1980	1984
4481	3048	2853	1475

In these circumstances a reduction from 29 to 24 colleges (see III) has not prevented some of the remaining colleges from becoming so small that they have increasing difficulty in providing students with a satisfactory range of choice.

With the present rules and regulations the costs per student are higher at small colleges.

There is an imbalance (slightly growing) between male - female in enrolment, e.g. :

	1981	1984
female	61%	64%
male	39%	36%.

D. TRAINING OF TEACHING STAFF ENGAGED IN VOCATIONAL UPPER SECONDARY SCHOOL

I. INITIAL TEACHER TRAINING

The qualifications and initial teacher training are different for the teachers at technical colleges and at commercial colleges.

The qualifications needed to be a teacher in trade subjects at a technical college are :

1. Basic trade skills followed by relevant further training.
2. Five years' professional experience.
3. Vocational teaching diploma.

The general subject teachers in the technical colleges should have qualifications in their subjects as in the general education system and two years' relevant professional experience. If they have no prior teacher training they take the vocational teaching diploma together with the teachers in trade subjects.

The vocational teaching diploma is based on an education in the State Institute of Educational Studies for Teachers at Technical and Commercial Colleges (SEL). SEL has regional services at several places in Denmark. The education comprises four modules of three weeks' full-time instruction, alternating with supervising teaching practice at the technical college to which the teacher is attached. The theoretical modules are concluded by an oral test, based on a dissertation written by the candidate. The diploma also comprises a test in practical teaching.

The qualifications needed to be a teacher in a commercial college are controlled by the commercial teachers' examination held by SEL. This examination comprises three main parts :

1. One of a series of main subjects (for instance foreign languages, data-processing and clerical studies).
2. Economics and Commerce.
3. Vocational teaching diploma.

To be admitted to this examination the candidate must have at least two years' professional experience. The examination in the main subjects is today normally substituted by a diploma from a university or other higher teaching institution.

The vocational teaching diploma is based on studies in SEL. A course of 96 hours in teaching methodology is compulsory, and SEL offers voluntary courses in psychology and educational theory, often in the form of distant teaching. The studies are concluded by written examinations. As for the teachers at technical schools, the diploma comprises a test in teaching practice, based on supervised teaching in a commercial school.

II. IN-SERVICE TRAINING

The in-service training of teachers at vocational colleges is organised by SEL. The training comprises both courses in general pedagogical and psychological subjects and more specific courses in relation to developments in the different trades and their didactics. Many of the courses are combined in modular systems with modules of three-five days alternating with shorter or longer periods of teaching at the school. Another frequent type of in-service training comprises short seminars and longer periods of project studies in groups of teachers within each school. The teachers normally get a reduction in the number of teaching hours when they are following courses.

III. REFORMS

The vocational teaching diploma for teachers at technical colleges was reformed in 1982. The in-service training is in a perpetual development as to both content and form.

IV. RESEARCH

The research in vocational didactics comprises theoretical studies as well as applied research in close relation to the teaching in the colleges.

V. PROBLEMS

The well-qualified teachers, especially in computer sciences and related subjects, are leaving their jobs for higher salaries in private firms.

E. TRAINING OF TEACHERS (LECTURERS) AT UNIVERSITIES AND TEACHER TRAINING COLLEGES

As a rule, the teachers (lecturers) at universities have university degrees. They are employed on the basis of an evaluation of their qualifications, in most cases with special emphasis on their research qualifications. University teachers may take educational courses at the Institute of Education, Copenhagen University, but these are not compulsory.

As a rule, the teachers (lecturers) at Teacher Training Colleges have degrees either from the universities or from the Royal Danish School of Educational Studies. Pedagogical training ("Seminariepaedagogikum") is required before permanent employment.

In-service training for the teachers (lecturers) at Teacher Training Colleges consists of courses in individual subjects arranged by the Ministry of Education in cooperation with the specialist associations (eg. the mathematics lecturers' association), and sometimes the Royal Danish School of Educational Studies.

FINLAND

I. BASIC TEACHER TRAINING

The following are the most important groups of teachers working at different levels in the educational system :

Kindergarten teachers work at day-care centres and similar institutions as teachers and educators of pre-school age children.

Class teachers teach all subjects on the curriculum of the lower level of the compulsory comprehensive school (x).

Subject teachers usually teach one or two subjects on the upper level of the compulsory comprehensive school, in certain cases also on the lower level.

Special teachers give instruction to children suffering from speech, reading, writing or other special problems in the comprehensive school or in special classes or schools for children with severe learning and adjustment problems.

Student counsellors work on the upper level of comprehensive school and in the post-compulsory upper secondary school ; teachers of vocational and academic subjects as well as workshop teachers function as student counsellors in vocational education institutions.

The eligibility requirements for teaching positions are set down in decrees. These requirements vary depending on the teaching job in question, but for the same type of position they are identical throughout the country.

(x) In Finland basic comprehensive education is compulsory for pupils aged 7 to 16 and is divided into two levels : the lower level from grades I to VI and the upper level from grades VII to IX.

The Ministry of Education and the National Boards of General and of Vocational Education subordinate to it are responsible for the organisation and supervision of teacher education.

Most of basic, further, and supplementary training of comprehensive and secondary school teachers takes place at institutions of higher education. Institutions of higher education also train kindergarten teachers for the time being, but this is actually the responsibility of the institutes intended specially for their training. Teachers for vocational institutions are trained at institutions subordinate to the National Board of Vocational Education. Teachers in adult education obtain their pedagogical training at the adult education institutions subordinate to the National Board of General Education.

Kindergarten teachers are trained at five institutes, one of which has Swedish as its language of instruction. For the time being the faculties of education at four universities also provide basic education for kindergarten teachers. The curriculum for kindergarten teachers at institutions of both teacher and higher education covers three years, has basically the same content, and leads to the kindergarten teacher's diploma. The curriculum comprises general studies, subject-related studies, and a period of practical training.

Class teachers are trained at the faculties of education of eight universities. A faculty of education which functions as a teacher education unit usually consists of at least two departments, one of which is a department of teacher education and the other a department of educational or behavioural sciences. There are four faculties with two departments of teacher education, of which the second is situated outside the university town. Class teachers take the basic degree in education (Master of education). The study programme consists of general, subject and advanced studies, and teaching practice. The studies take 4-5 years (160 study weeks, ie. credit units). Teaching practice is arranged in 13 State-owned practice schools, all of which have a comprehensive and an upper secondary level.

Subject teachers take the basic degree in the subject they are going to teach in a faculty of humanities, theology, physical science or education (home economics, handicraft and technical work), the Sibelius Academy or the University of Industrial Arts. The degree requirements (Master of Education, Master of Theology, Master of Philosophy, Master of Physical Education, Master of Arts, Master of Music) are 40 study weeks (credit units) comprising studies in education, teaching practice and other kinds of pedagogical studies. This education is provided by faculties of education (departments of education and teacher training, practice school). The studies take 5-6 years (generally consisting of 180 study weeks, ie. credit units).

The separate studies for student counsellors and special teachers generally last for a year. Prerequisites for such studies are previously acquired competence as a comprehensive or upper secondary school teacher or equivalent training.

The training of teachers for vocational institutions is being revised. At present it is quite heretogeneous.

Most vocational and workshop teachers have a combined vocational and pedagogical training with studies in education and practice teaching in a specialised institution. In the future, efforts will be made to increase cooperation with institutions of higher education.

In addition to the other qualifications required of teachers working in adult education, they must usually complete a period of practice teaching arranged for schools of this type and to take courses in general or adult education.

II. SUPPLEMENTARY TRAINING

The amount of supplementary training which is part of a teacher's professional responsibilities is agreed upon by collective bargaining agreement. According to the agreement presently in force, comprehensive and upper secondary school teachers have three days devoted to in-service training and planning in addition to normal school work days.

The education is mainly arranged as follows :

- the first day is organised for teachers of a given school or school district and is used for planning the beginning of the school year ;
- the second day deals with national questions of education and is generally organised by the school departments of the provincial offices ;
- the third day is generally organised by municipal school boards, which also choose the themes discussed.

An organisation consisting of about 400 provincial educational consultants, each specialising in a specific subject or task area, carries out supplementary training and provides guidance. Both the planning of supplementary training for regional teaching counsellors and the production of educational material are the responsibility of the National Board of General Education. The State usually pays some 70% of the costs incurred in the organisation of supplementary training by provincial offices and municipalities.

Supplementary education is made easier by the fact that one of the abovementioned training days can be put towards a week-long training period, during which the teachers may attend e.g. courses of supplementary training offered by institutions of higher education. On a rough estimate, one third of the 60 000 - 70 000 students who attend supplementary courses offered by institutions of higher education and summer universities each year are teachers of various categories.

Every seventh year the lecturers at teacher education units and at their practice schools have the right to a term of fully paid sabbatical leave which is to be used for further education.

At present the supplementary education of vocational teachers consists mainly of training connected with the implementation of the extensive reform of secondary education. In addition, training in subject matters and pedagogics is arranged. Precedence is given to fields where technological development is especially rapid. There is provision in the national budget for

3-6 months "education" for teachers of subjects related to industry, during which they work in, and get to know, industrial and production units in their field. The objective is to expand supplementary training so that every vocational teacher has an opportunity to receive supplementary training.

III. REFORMS

Teacher training is affected by the reform of primary education implemented in the 1970s, the reform of higher education curricula and degrees, the reform of secondary education now being implemented and plans relating to more effective adult education.

The institutes of kindergarten teacher training were taken over by the State in 1977, becoming subordinate to the National Board of General Education. The studies were expanded from two to three years in 1983.

Since 1974 the basic, further and supplementary education of comprehensive and upper secondary school teachers have been the responsibility of institutions of higher education. Class teacher training, which was earlier given in separate institutions, was transferred to the faculties of education. The position of the practice schools has been redefined in the legislation on the reform of teacher training and the reform of primary education.

In higher education the system of degrees and curricula was revised in 1977-80. The degrees were organised as degree programmes consisting of general, subject and advanced studies. The objectives, structure and length of studies in different disciplines have been laid down in the decrees pertaining to different degrees. In terms of teacher education this meant that class teacher studies were extended and now lead to a basic degree (Master of Education) and subject teacher studies came to include pedagogical studies as well. Earlier, practice teaching came after the actual degree studies.

The reform of the structure and curricula of vocational education will also include development of teacher training. The basic model is as follows : a graduate from a vocational or higher education institution who has sufficient work experience complements his/her education with pedagogical studies consisting of general and vocational pedagogics and practice teaching. This education is arranged by the training institutes for vocational teachers. Efforts will be made to increase cooperation with institutions of higher education. The new system of basic training will be introduced by 1988. Also supplementary teacher education is being revised at present. The areas of priority are pedagogical training and also information and automation technology.

IV. PROBLEMS

Quantitatively speaking, teacher training is quite balanced. In 1984/85 only 3.5% of comprehensive and upper secondary teaching posts were filled by unqualified teachers, while 1-2% of teachers were registered as unemployed.

The development of the manpower situation is continuously monitored by means of independent studies and by the Teacher Education Council, a consultative body at the Ministry of Education. There has been a shortage of art instructors, special teachers, Swedish-speaking class teachers and some categories of vocational and university teachers (eg. information technology and advanced data processing (ADP)). It also appears that there is a growing shortage of class teachers. There are regional differences in manpower shortages. Efforts have been made to balance the situation by adjusting the number of openings, increasing the number of accepted subject combinations and organising temporary education. The over-representation of women in the profession is kept under control by a 40% quota reserved for men in enrolment.

The new system of degrees was introduced in comprehensive and upper secondary school teacher training in 1979-80. The extension of the education into a basic degree programme has created problems, especially in advanced studies. The position of pedagogical studies in training, and enrolment to different subject teacher programmes, have been the central problems in subject teacher education follow-up and in the revision of curricula and organisation of teaching.

Lack of resources has occasionally hindered the implementation of the reforms, especially in the transitional phase when education is provided both according to the new curriculum and to the old requirements for students having begun their studies before the reform. Also the old type of practice teaching is arranged side by side with the new system of integrated practice teaching.

The reform of secondary education and rapid developments in working life put great demands on the development of basic and supplementary training of vocational teachers. The heterogeneity of teacher education in this field and its decentralised basis are the main problems in the training of vocational teachers. As already mentioned, reform of teacher training is pending.

V. RESEARCH

Research on teacher training and teachers' work is primarily carried out by the faculties of education and by the Centre for Educational Research subordinate to the University of Jyväskylä. Part of the research is commissioned by the Ministry of Education and the National Board of General Education.

Recently some 220 research projects on education have been in progress yearly. Over 10% of them deal with teachers and their work. Research has recently concentrated on follow-up and evaluation of selection procedures and curricula (assessment of the new type of education, curricula, practice teaching and teaching skills), the teacher's conception of self and his/her educational duties, and the teacher's work load (eg. research on stress).

VI. SOME STATISTICAL INFORMATION

There are some 40 000 teachers in comprehensive and upper secondary schools, some 17 000 in vocational education institutions, and 6 500 in institutions of higher education. It is difficult to estimate the number of adult education teachers. There are some 1 300 full-time teachers in folk high schools and in workers' and civic institutions. In addition, there are some 25 000 hourly teachers and lecturers working in adult education.

Women make up some 60% of the comprehensive and upper secondary school teachers and some 30-40% of those in vocational institutions and higher education. The share of women varies between different institutions (eg. technical - nursing institutes) and between groups of teachers (eg. lecturers - professors). It is estimated that 80% of the teachers working in adult education institutions are women.

The openings in class teacher and subject teacher education are decided by the Ministry of Education. In 1985 the numbers were as follows :

Class teacher training	700
Separate studies for special teachers and student counsellors	230
Subject teacher training	
- humanities	590
- natural sciences	375
- home economics, handicraft, technical work	60
- art subjects	70
- theology	35
- physical education	50

The number of openings in teacher education make up about one fifth of the total enrolment in institutions of higher education. In the transitional phase, 600-700 students of various subjects are admitted to the department of education to pursue studies required of subject teachers.

The number of openings in kindergarten teacher education is 680. There has been heavy demand for class and kindergarten teacher education. Only some 10-20% of the applicants have been admitted. There is a special quota for men so as to ensure their adequate representation in the profession.

As the education of teachers of vocational subjects is being reformed at present, it is difficult to give any precise numbers.

Comprehensive and upper secondary school teacher education has been discussed in Chapter II.

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FRANCE

I. INITIAL TRAINING

1.1. Primary level

Primary level teachers ("instituteurs") teach in the pre-primary and primary sectors (children aged 2-11). Candidates for such teaching are selected at "baccalauréat" level and given three years' training in teacher-training colleges ("Ecoles Normales"). The training is provided with the cooperation of universities, which award the trainees an academic diploma in primary education ("DEUG 1er degré") together with their teaching diploma.

A major reform will, however, alter these selection and training arrangements in 1986 (see para. 3.1.).

1.2. Lower secondary level

Trainees for lower secondary level teaching ("professeurs d'enseignement général de collège") are selected after completing two years of higher education (DEUG level) and given two years' training in centres attached to certain primary teacher training colleges. Their academic and professional training relates to the two subjects they will be teaching.

A reform of the selection and training arrangements for these teachers is being implemented in 1985 and 1986 (see para. 3.2.).

1.3. Upper secondary level

Upper-secondary teachers in general and technical education, who may also teach in lower secondary education and the first two years of higher education, are divided into two categories : "professeurs certifiés" and "professeurs agrégés". Candidates for the former category are selected among holders of a three-year university degree, and for the latter among holders of a four-year university degree. Both categories attend a one-year specific university course before their selection is confirmed. Then follows one year of teacher training at regional education centres. Such teachers teach only one subject.

1.4. Upper-secondary vocational education

Upper-secondary vocational education teachers ("Professeurs de collège d'enseignement technique") are usually recruited after two years' higher education of either a general or a technical kind. They then undergo two years' technical and professional training at one of the national technical teacher training schools ("Ecoles normales nationales d'apprentissage"). For some subjects, the lack of qualified candidates is still making it necessary to recruit at lower levels. Major changes in the recruitment system are in preparation (cf. para. 3.3.).

II. IN-SERVICE TEACHER TRAINING

2.1. Organisation

Such training is organised under the authority of the 28 educational regions ("académies") by bodies established in 1982, namely the "Missions académiques à la formation des personnels de l'Education nationale". These bodies are headed by university professors and are responsible for centralising and coordinating all available training resources (higher education establishments, vocational training centres and schools, secondary schools, firms and other establishments outside the State education system) in order to achieve the national objectives for training the 620,000 teachers and the 240,000 other staff.

Enrolment in the training courses is optional. Although the number of places available has substantially increased, demand still generally exceeds supply.

Primary-level teachers undergoing training are automatically replaced in their teaching duties. In secondary education, the more flexible arrangement of time-tables and duties makes it possible to organise replacements more economically. In any case, some training is conducted during school holidays (data processing courses and summer universities).

2.2. Priority training objectives

Primary education : data-processing and modernisation of curricula.
Secondary education : data-processing, reform of the lower-secondary level (new syllabi, a new approach to technology teaching, differentiation of educational methods), reform of upper-secondary technological and vocational education (modernisation of curricula and certificates, introduction of vocational "baccalauréats").

2.3. Quantitative objectives

The act on the implementation of the 9th Plan (1983-88) sets the targets to be reached in 1988.

	Number of teachers in service	Number of weeks' training a year
Primary-level teachers	320 000	225 000
Secondary-level teachers	300 000	200 000
Non-teaching staff at primary and secondary levels	240 000	125 000

In-service training for secondary teachers has been a priority since 1982. Progress is such that the target set by the Plan will probably be exceeded as early as 1985.

2.4. Finance

In-service teacher training has three main sources of finance :

- The inherent resources of universities, training centres and schools (trainers, overtime, premises, facilities) ;
- Posts for the replacement of teachers undergoing training ;
  - . 4 500 at primary level
  - . 1 385 at secondary level ;
- Appropriations for operational expenses - 220 million FF in 1986 as against 73 million FF in 1981.

III. REFORMS IN HAND

3.1. Selection and training of primary teachers

Primary teachers, who are recruited at "baccalauréat" level and given three years' training (compared with two years up to 1979), will from 1986 onwards have to have completed a two-year university course in order to be admitted to a training college by competitive examination.

Vocational courses at such colleges will last two years and will cover the seven subjects taught in primary schools, together with educational theory and practice, new technologies and the teacher's administrative and social function.

3.2. Selection and training of lower-secondary teachers

The recruitment level remains unchanged (having been raised from one year of higher education to two years in 1982), but the coupling arrangement for the subjects which such teachers are qualified to teach is being altered for 1985 recruits. The two-year professional training course will be reorganised in 1986 to accommodate a "major" subject and a related "minor" subject and the role played by universities in the course will be increased.

3.3. Selection and training of secondary vocational education teachers

Parliament currently has before it a major reform aimed at transforming vocational education schools into "lycées" leading to a new professional "baccalauréat". The intended result is to progressively harmonise vocational education teachers' selection and training arrangements with those applying to other upper-secondary education teachers (cf. 1.3.).

IV. RESEARCH

The Ministry of Education finances or supports numerous educational research projects either directly, through its national and regional departments, or through the universities and the activities of the National Educational Research Institute.

In 1983-84, three multiannual research programmes concerning educational problems were launched. Their themes are as follows :

- 1st programme : coordination of different levels of education;
- 2nd programme : . syllabus contents and methods; acquisition of skills;
  - . organisational features facilitating or obstructing current changes in the educational system ;
- 3rd programme : participation of universities in the training of teachers and of teacher-training staff.

V. MAIN PROBLEMS

5.1. Recruitment of primary school teachers

The considerable disproportion between the sexes among primary school teachers is making it necessary to hold separate selection procedures for men and women in all "départements" where women account for over 65% of primary school teachers, which was the case in 1984 in 93% of "départements".

However, greater difficulties will arise as a result of the educational standard adopted for recruitment as from 1986, namely, completion of two years of higher education. There are considerable discrepancies between the regional distribution of persons possessing such qualifications and the needs regarding primary school teacher recruitment. The northern and eastern regions of France will not be able to meet their recruitment needs by themselves and will have to look south of the Loire for the additional candidates required.

This will be particularly difficult in view of the general unwillingness of southerners to move northwards for a more or less indefinite period.

5.2. In-service training for primary school teachers

Contrary to the trend concerning secondary school teachers, there has been little expansion in such training since 1982 and its volume is still far below the target set when it was introduced in 1972, viz. an average of one week per annum per teacher. The difficulties are caused not so much by a lack of funds as by a lack of supply teachers, since some "départements" prefer to keep open certain classes, even though they have few pupils, rather than maintain a corps of supply teachers for training purposes.

5.3. Recruitment of secondary-level teachers for scientific and technical subjects

Owing to structural inadequacies in the supply of graduates, there is a chronic shortage of mathematics and science teachers as well as, for long technical courses, of teachers of certain undustrial subjects such as mechanical, electrical and electronic engineering. Some reforms have been initiated in order to bring about a significant and lasting increase in the output of graduates who can teach scientific and technical subjects in secondary and higher education.

Until these reforms become fully effective, a system of paid studentships will have to be resorted to for certain technical subjects.

5.4. Obsolescence of technical subjects and retraining of teachers

Changes affecting employment structures are having a direct impact on training arrangements for technological and vocational teaching. Many teachers are having or will have to switch to new subjects or to old ones for which there is now a shortage of teachers. One-year courses are available to them for this purpose, but not yet in sufficient numbers.

VI. STATISTICS ON INITIAL AND IN-SERVICE TEACHER TRAINING

6.1. Staff numbers

(State education - schools division) - 1983-84

Teaching staff	Primary level	322 000
	Lower secondary level	166 000
	Upper secondary level	128 000
	Total	616 000
Non-teaching staff		240 000

6.2. Initial training

6.2.1. Number of training places available for primary and secondary education

Year Type of training	1984	1985
Primary school teachers	10 250	6 900
General lower secondary school teachers	750	1 000
"Professeurs certifiés"	4 300	7 000
"Professeurs agrégés"	1 111	1 500
Technical lower secondary school teachers	1 260	1 150

6.2.2. Regional discrepancies affecting recruitment of trainee primary school teachers after two years of higher education (from 1986 onwards)

EDUCATIONAL REGION	Recruitment needs in 1986 (1)	Annual output of DEUG-holders (2)	% (1)/(2)
AIX MARSEILLE	158	3 337	4.73
TOULOUSE	198	3 006	6.58
LYON	248	3 586	6.91
STRASBOURG	189	2 357	8.01
RENNES	236	2 777	8.49
NICE	145	1 672	8.67
MONTPELLIER	204	1 868	10.92
PARIS	205	8 441	2.42
CRETEIL	568	2 504	22.68
VERSAILLES	804	2 988	26.81
REGION PARIS - Sub-total	1 577	13 943	11.31
LIMOGES	76	629	12.08
BORDEAUX	341	2 754	12.38
GRENOBLE	294	2 302	12.77
FRANCE - TOTAL National average	7 493	55 495	13.50
NANTES	324	2 289	14.15
CLERMONT-FERRAND	156	1 018	15.32
ORLEANS-TOURS	288	1 797	16.02
POITIERS	196	1 044	18.77
BESANCON	168	887	18.94
CAEN	183	903	20.26
DIJON	249	1 123	22.17
LILLE	640	2 789	22.94
NANCY	446	1 909	23.36
AMIENS	271	1 125	24.08
ROUEN	320	1 132	28.26
REIMS	305	959	31.80
CORSE	22	54	40.74

(2) in the general and technological disciplines relevant to recruitment

6.3. In-service training

6.3.1. Enrolments (1983-84) :

- Primary level : 53 700
- Secondary level: 109 400

6.3.2. Number of weeks of training

	1981-82	1982-83	1983-84
Primary level		116 000	106 000
Secondary level		90 000	150 000
Non-teaching staff	46 155 (1981) 53 671 (1982)	57 000 (1983)	60 100 (1984)

6.3.3. Impact of in-service training

PRIMARY EDUCATION

	1982-1983	1983-1984
% of teachers involved in training schemes	13,1	14,3
Average length of training per teacher involved	11,34 days	9,41 days
Theoretical average length of training per teacher in this category	1,49 days	1,35 days

SECONDARY EDUCATION

	1982-1983	1983-1984
% of teachers involved	32	45
Average length of training per teacher involved	4,47 days	5,29 days
Theoretical average length of training per teacher in this category	1,41 days	2,39 days

NON-TEACHING STAFF

	1982-1983	1983-1984
% of staff involved	32	34.[illegible]
Average length of training per staff involved	3,59 days	3,89 days
Theoretical average length of training per staff in this category	1,15 days	1,34 days

6.3.4. Breakdown of training by type

(as percentage)

TYPES OF TRAINING	PRIMARY LEVEL	SECONDARY LEVEL
Personal improvement	6.22	5.36
School life	8.88	4.08
Teaching methods	13.25	5.90
Specific approaches (data processing, interdisciplinary activities, liaison between upper and lower secondary education, etc.)	27.30	37.39
Sub-total for interdisciplinary training	55.65	52.73
Subject training (general subjects)	20.32	13.66
Subject training (technical and technological subjects)	8.97	22.02
Information, counselling and documentation	6.82	5.59
Other types of subject or interdisciplinary training	8.24	6
Sub-total for subject-specific training	44.35	47.27
TOTAL	100.00	100.00

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FEDERAL REPUBLIC OF GERMANY

I. TEACHER TRAINING

1. The training of supervisory personnel for the pre-school sector

The pre-school sector involves institutions for children aged three to five (kindergartens, preparatory classes for school entry) as well as institutions for children who are of compulsory school age but are not yet mature enough to start school (school kindergartens, pre-school classes). As a rule, attendance at these institutions is voluntary. However, in some states it can be ordered in the case of children who are of compulsory school age but not yet ready for school.

For the most part pre-school teachers have been trained at special education schools ("academies" in Bavaria).

Requirements for admission to this type of teacher training are a leaving certificate from a "Realschule" (middle-level secondary school) or certified equivalent education, as well as certification attesting to at least two years of vocational training, an appropriate period of work experience in accordance with state law, or a period of relevant practical training. For the latter may be substituted certification attesting to completion of a full-time course in the relevant area at a vocational school.

Training for pre-school teachers lasts three years, including a one-year period concentrated on practical training. Instruction during the period of theoretical training in general knowledge and job-specific subject areas involves a minimum of 30 hours a week. At least 24 of these involve job-related subject matter. The subjects include teaching methods in special education, art, handicrafts, music, games, physical education, educational theory, psychology, juvenile literature, social hygiene and law. During the one-year period of practical training what was learnt in theoretical training is applied, deepened and supplemented. Periods of practical training are also given during theoretical training.

The training of pre-school teachers concludes with a state examination, consisting of written and oral parts, as well as an examination in the application of teaching methods.

2/3/4. The training of teachers for schools

Teacher training in the various states in the Federal Republic of Germany is divided into two parts. It consists, on the one hand, of academic or artistic studies at institutions of higher education (universities, teacher training colleges, educational colleges, schools of art or music, comprehensive universities) as well as practical training in the classroom situation prior to being granted teaching credentials.

The "Abitur" (13-year secondary school-leaving certificate qualifying for general admission to higher education) is required for admission to all courses of study leading to teaching credentials. In most states training relates directly to the type of school teaching credentials are to be valid for ("Grundschule", "Hauptschule", "Realschule", "Gymnasium", vocational school, special education). In some states training is related to educational levels (primary level, secondary level I, secondary level II) or a combination of levels (primary and secondary I, secondary I and secondary II).

The duration of studies for teaching credentials at "Grundschulen", "Hauptschulen", and "Realschulen" or credentials for the primary and secondary I levels varies from six to eight semesters, depending on the state in question. As a rule, eight to ten semesters are required for teaching degrees valid for "Gymnasium" or secondary level II (vocational schools) as well as teaching degrees in special education. In Bremen and Hamburg the duration of studies for all teaching degrees is eight semesters as a rule.

Degree courses in teaching involve studies in educational theory as well as studies in two or more subjects, depending on the needs of the type of school or educational level involved. A degree course is concluded with the first state examination. The first state examination certificate is the prerequisite for entering the second phase of teacher training, ie. "preparatory service" consisting mainly of practical training in the classroom situation.

Future teachers of modern foreign languages are strongly recommended to spend at least two semesters during their studies in a country whose language they intend to teach. They can do this either as a student or as a modern language assistant at a school. In one of the states proof of having spent time abroad is required for admission to the first state examination.

"Preparatory service" is designed to give the trainee practical experience in his particular type of teaching. It takes place at schools where candidates for teaching credentials are trained under supervision and in seminars ("Studienseminare") in which practical experience accumulated during "preparatory service" is analysed in detail. The trainee should be thoroughly acquainted with the practical aspects of education so that he can work independently in the teaching profession. The period of "preparatory service" varies from 18 to 24 months, ie. three or four semesters, depending on the state and, in part, also on the type of teaching credentials involved. The second state examination concludes the period of "preparatory service". The second state examination is required for employment in the school system with all the rights as well as obligations of a teacher.

Special education teachers

The examination for teaching in special education schools (for mentally or physically handicapped children) may be taken after : (i) additional study following completion of training for a teaching career at "Grundschulen" or "Hauptschulen" or for the primary and secondary I level (except in Bavaria) ; or (ii) a special course of study of eight semesters. The educational requirements for teachers at these schools are very high.

The length of preparatory service after the first state examination is 18 months (in Bavaria and Northrhine-Westphalia two years, in Schlewig-Holstein an additional examination semester). Preparatory service is not required in the case of an additional course of study after completion of teacher training (in Northrhine-Westphalia only until 1985).

Teachers for vocational practice

In most states vocational schools employ "teachers for vocational practice" in addition to teachers who receive their training at academic institutions of higher education. These persons teach skills required for practical basic and vocational training and assist in the preparation and carrying out of practical classes connected with the teaching of theory in the classroom. The training of "teachers for vocational practice" takes place in special courses in relevant schools and seminars. As a rule the training lasts 18 months. Requirements for admission to this type of training include a leaving certificate from a "Realschule" or certified equivalent education, a certificate attesting to completion of a period of vocational education, as well as a certificate showing completion of at least three semesters of vocational education or a master tradesman's certificate. The course of training is concluded with a state examination (oral, written, practical).

II. IN-SERVICE TRAINING

All teachers are required to take in-service training courses. These are intended to keep teachers abreast of developments in their fields and give them opportunities to acquire additional qualifications. The Ministries of Education and Cultural Affairs have established institutes specialising in the provision of in-service training for teachers. They provide a wide range of courses in which problems are dealt with specific to type or level of school, or which cover broader questions such as law or school administration.

In-service training institutes regularly publish extensive programmes enabling teachers to choose from a broad range of courses that might interest them. Some of these courses take place in schools in the afternoon or evening. In some cases they include direct classroom involvement. Some of the courses last longer and are offered at central locations. In these cases bed and board are provided by in-service training institutes. In some cases teachers are freed from normal teaching duties so they can attend in-service training courses. In these cases they continue to receive normal pay.

Courses can also be taken by correspondence. Study programmes of this kind are developed and offered by the German Institute for Correspondence Studies at the University of Tübingen.

In-service training for teachers is particularly important in connection with the introduction of new teaching techniques, methods and subjects. By establishing the right kind of course, the relevant groups of teachers can be acquainted with planned innovations and a smooth transition can be ensured. For example, the Ministries of Education and Cultural Affairs of the various states offer programmes aimed specifically at providing additional training for teachers of computer science, environmental education or for teachers of foreign childern, to name only a few areas, with an eye to producing a specific number of qualified teachers in these areas (varying from state to state) within a specific period of time. In the Federal State Commission for Educational Planning and the Promotion of Research the states and the federation have jointly carried out numerous pilot projects in connection with the development of programmes of this kind. In recent years this has applied in particular to the introduction of training in the information technologies for teachers in general and vocational education.

Additional training opportunities are provided for teachers of modern foreign languages. They include summer courses at universities abroad, visiting teacher programmes at foreign schools and teacher exchange programmes.

III. REFORMS IN TEACHER TRAINING SINCE 1975

Important reforms since 1975 include :

- the introduction of "preparatory service" in the above-described form for all types of teaching credentials ;
- increased emphasis on educational theory during university studies ;
- introduction of school-level-related teaching credentials in some states ;
- the harmonisation of teacher training at vocational schools on the basis of an agreement concluded by the Standing Conference of the Ministers of Education and Cultural Affairs in 1979.

Considerable importance also attaches to the constant adjustment of teacher training to new requirements in the school sector. The Standing Conference of the Ministers of Education and Cultural Affairs of the states has taken up the challenge posed by such requirements and initiated appropriate action by issuing recommendations concerning teacher training in the area of media education and improvement of teacher training in the area of teaching foreign children.

IV. RESEARCH ON THE TRAINING OF TEACHERS

In recent years particular emphasis has been placed on the following three areas of research into teacher training :

1. Investigation of current problems in teaching methods for specific subject areas. This has involved in particular the development of materials for training teachers of foreign children and teachers of German as a second language as well as acquainting teachers with modern teaching technologies.

2. General school education questions such as how to deal with undisciplined children in the classroom or intervention in the case of threatened or manifest learning disabilities at primary school level.

3. Problems involving the professional role of teachers, the attitude of teachers towards professional practice and the consequences of this for teacher training.

4. In addition, numerous pilot studies on in-service training for teachers have been carried out and analysed (see "Modellversuche zur Lehrerfort- und-weiterbildung" - "Pilot studies on refresher and supplementary training for teachers", listed in the bibliography).

V. PROBLEMS

The most urgent problem that needs to be mentioned here is that of unemployment among teachers. The latter phenomenon is a result of population trends, on the one hand, and, on the other hand, the fact that the number of people still enrolling in degree courses for the teaching profession is still too large to balance the relatively small number of teachers retiring (age and other reasons).

Measures are being taken in various areas in an attempt to alleviate the problem. Some states have introduced legislation making it possible to reduce the number of required hours of teaching so as to be able to absorb a larger number of applicants in the school system. Besides this, part-time teaching continues to be an available option. Opportunities for taking leave without pay have been improved for permanently employed teachers in order to increase the demand for replacement personnel. In some states consideration is being given to the question of introducing a sabbatical year for teachers that would be partially financed by teachers themselves on the basis of monthly deductions from their salaries or voluntary payment into a fund. This would also make it possible to employ additional teachers in the school system. Finally, a number of higher education institutions have developed courses of study supplementary to teaching degree courses to facilitate the transition of qualified teachers to other job areas (e.g. permitting teachers of foreign languages to conduct foreign language correspondence for companies).

Crucial importance attaches to the information pamphlet that has been made available to first-year students for years now by the Ministries of Education and Cultural Affairs concerning unfavourable job prospects for persons who graduate with teaching degrees. The success of this operation is attested to by the fact that the number of students enrolled in degree courses for the teaching profession declined from 40,404 in 1975 to 16,419 in 1983.

Statistics on Teacher Training, Teacher Stock,
Teacher Unemployement and Teacher Supply

	YEAR	MALE AND FEMALE	FEMALE	
		NUMBER		%
teacher students (university level), 1st phase of teacher training, total	1983	177.860	106.606	59,9
thereof:				
- new entrants		18.922	12.309	65,1
- foreign students		2.298	1.407	61,2
teacher examinations at the end of first phase of teacher training (Germans), total	1983	54.929	32.685	59,5
thereof successful		50.944	30.460	59,8
foreigners, total		265	.	.
thereof successful		232	.	.
participants in 2nd phase of teacher training (preparatory service), total	1984	46.493	.	.
thereof:				
- after first phase examination		28.340	17.629	62,2
- after second phase examination (further training)		18.153	.	.
applications of fully trained teachers for employment total	1984	52.489	.	.
thereof rejected		41.879		
unemployed fully trained teachers, total	1984	23.886	15.308	64,0
thereof unemployed				
- less than one year		17.180	.	.
- one to two years		4.468	.	.
- two years and longer		2.238	.	.
stock of full-time teachers, total	1983/84	465.856	190.639	40,9
thereof:				
- general education		388.261	170.676	44,0
- vocational education		77.595	19.963	25,7
stock of part-time teachers, total	1983/84	125.322	112.309	89,6
thereof:				
- general education		114.942	104.305	90,7
- vocational education		10.380	8.004	77,1
pupil-teacher-ratios, total	1984	18,5		
therof:				
- general education		16,3		
- vocational education, full-time		13,8		
part-time		50,7		

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Source: Federal Statistical Office, Federal Institute for Employment, Standing Conference of Ministers of Education and Cultural Affairs

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GREECE

I. INITIAL TEACHER TRAINING

1. Pre-primary

2. Primary.

Until this year the teachers at the two types of school have been trained, respectively, at two-year nursery teaching schools and three-year teacher training colleges. However, under Law 1268/82 (Article 46) primary teacher training departments and nursery teaching departments are being established at the Universities of Athens, Thessaloniki, Patras, Ioannina, Thrace and Crete. Courses in these departments will take four years to complete.

Postgraduate education for nursery and primary teachers has hitherto been provided at the Marasleio Primary Education College and has been of two years' duration. When the training departments at the universities have been set up this function will be transferred to them.

3. Lower Secondary

4. Upper Secondary.

Teachers in secondary education receive their initial training at the Universities.

II. IN-SERVICE TEACHER TRAINING

In-service teacher training takes place in training schools for teachers, which operate in several cities of the country.

a. For nursery school and primary school teachers

In-service training for nursery and primary teachers takes place at primary education in-service training schools (SELDE). There are currently ten such schools. Courses of training last for one year.

Any teacher can attend the one-year training schools (SELDE) on his own application and without examinations. When the number of applicants exceeds training capacity a selection on definite criteria takes place.

Besides the SELDE there is the Marasleion Primary Education College requiring two years attendance. Until now, this school has provided postgraduate training for primary teachers. Teachers enrol after highly competitive exams.

Law 1304/83 introduced school advisers in place of inspectors. One of the basic duties of the school adviser is to ascertain teachers' in-service needs and organise accelerated training seminars for them.

b. For secondary education teachers

For in-service training secondary teachers attend one of the secondary education in-service training schools (SELME) of which 10 are currently functioning.

Details of the numbers of teachers who attended these in-service training schools in the 1981/82 academic year, together with the numbers of departments, of training personnel and of those who graduated at the end of their courses, are given in table 5.

The one year training schools for secondary education teachers (SELME) correspond exactly to the SELDE. A definite number of teachers in any speciality attends each SELME, in order that all teachers of all specialities receive training. Teacher trainees frequently attend demonstration/practice classes with qualified colleagues.

All training is at the expense of the State. During their training, teachers get an extra payment on top of their salaries to cover expenses, because most attend a school away from home.

There are secondary education school advisers for all specialities. They organise accelerated teacher training seminars.

Apart from statutorily provided teacher training, the State also organises in-service training seminars on a large scale covering new subjects or methods.

c. For middle technical education teachers

Teacher trainees are required to spend six months at PATES-SELETE (Pedagogical Section, School of Education for Technical and Vocational Teachers) open to graduates of higher and middle schools. Attendance at short seminars is also required. The Ministry of Education recently began organising these to keep teachers informed about new developments in their speciality and about specialist didactics.

III. REFORMS

New legislation provides for important changes in the structure and operation of primary and secondary education. With regard to in-service teacher training, the new law provides for the establishment of training centres in all regions, where teachers can be trained without leaving their teaching duties. All teachers will be trained in new teaching methods and in the use of computers as visual teaching aids.

With the radical primary and secondary curriculum reform begun in 1982 goes the need for change in the content of basic education for teachers in the pedagogical sections and the teaching schools of the universities ; exception may be made of the accelerated teacher-training seminars.

IV. PROBLEMS

As may be seen from the annexed statistical tables there is no major imbalance in the numbers of men and women entering teacher training except for nursery-school teachers who are all women. (With the new law men are also admitted.) Nor is there any distinction between men and women as regards their appointment to school posts, their payment, their official duties, or teaching hours. Only certain concessions on working hours are made to women with small children.

There is no lack of teachers of any speciality : on the contrary, there is a surplus in some specialities. (As teachers of many specialities have to wait a long time for an appointment, the need has arisen for an introductory period of teacher training in the form of a three months' training seminar before beginning teaching.)

V. STATISTICS

Tables 1, 2, 3, 4 and 5.

Table 1 : Basic data on pre-school education for the period 1971/72 to 1982/83

	PRE-SCHOOL									Pupils (state and private)	
	PUPILS			SCHOOL UNITS			TEACHERS				
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE SCHOOLS	STATE SCHOOL %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	per school unit	per teacher
1971-72	91.178	74.986	82	2.448	2.090	85	2.853	2.343	82	37	32
1972-73	101.285	83.935	82	2.867	2.507	87	3.355	2.811	84	35	30
1973-74	108.358	90.978	84	3.067	2.698	88	3.737	3.156	84	35	29
1974-75	109.643	93.236	85	3.258	2.861	88	4.025	3.419	85	34	27
1975-76	108.357	92.637	85	3.279	2.871	88	4.137	3.526	85	33	26
1976-77	118.120	100.913	85	3.481	3.054	88	4.504	3.839	85	34	26
1977-78	122.638	106.480	87	4.036	3.618	90	4.978	4.354	87	30	25
1978-79	133.706	118.711	89	4.417	4.030	91	5.410	4.855	90	30	25
1979-80	140.232	125.974	90	4.596	4.246	92	5.800	5.262	91	31	24
1980-81	142.520	128.582	90	4.752	4.434	93	6.146	5.610	91	30	23
1981-82	148.843	135.827	91	4.905	4.594	94	6.342	5.808	92	28	21
1982-83	146.612	136.159	93	5.020	4.783	95	6.483	6.056	93	27	21

Table 2 : Basic data on primary education for the period 1971/72 to 1982/83

	PRIMARY									Pupil (state and private	
	PUPILS			SCHOOL UNITS			TEACHERS				
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE SCHOOLS	STATE SCHOOLS %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	per school unit	per teacher
1971-72	910.728	839.151	92	9.750	9.049	93	29.568	26.862	91	93	31
1972-73	913.972	839.307	92	9.736	9.041	93	28.424	25.670	90	94	32
1973-74	925.495	848.573	92	9.738	9.037	93	29.921	26.997	90	95	31
1974-75	929.903	855.785	92	9.729	9.031	93	30.552	27.609	90	96	30
1975-76	937.123	863.591	92	9.694	9.003	93	31.016	28.049	90	97	30
1976-77	938.597	863.851	92	9.743	9.051	93	32.665	29.612	91	96	29
1977-78	931.860	864.283	93	9.777	9.117	93	33.816	31.097	92	95	28
1978-79	922.740	859.604	93	9.654	9.314	96	32.638	30.674	94	96	28
1979-80	910.576	850.618	93	9.583	9.009	94	33.466	31.141	93	95	27
1980-81	902.558	844.064	94	9.541	9.008	94	36.168	33.707	93	95	25
1981-82	901.209	840.766	93	9.551	9.091	95	33.947	31.624	93	94	27
1982-83	892.509	838.582	94	9.349	8.896	95	34.054	31.884	94	95	26

Table 3 : Basic data on upper and lower cycle general secondary education for the period 1971/72 to 1982/83

	GYMNASIA AND GENERAL LYKEIONS									Pupils per	
	PUPILS			TEACHERS			SCHOOL UNITS			school unit	teacher
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE	%		
1971-72	477.745	417.028	87	13.412	11.871	89	940	747	79	508	36
1972-73	490.867	427.736	87	14.935	13.330	89	1.018	837	82	482	33
1973-74	504.031	438.048	87	16.595	15.016	90	1.111	844	76	454	30
1974-75	519.367	454.805	88	17.624	16.060	91	1.137	847	74	457	29
1975-76	547.016	486.747	89	18.719	17.179	92	1.160	890	77	472	29
1976-77	562.695	509.499	91	21.797	20.384	94	2.106	1.656	79	279	26
1977-78	581.236	535.615	92	24.252	21.128	87	2.209	1.769	83	263	24
1978-79	586.692	550.424	94	26.446	22.786	86	2.214	1.866	84	265	22
1979-80	613.720	582.790	95	28.515	25.709	90	2.168	1.922	89	283	22
1980-81	648.742	621.891	96	31.057	28.729	92	2.253	2.038	90	288	21
1981-82	671.364	642.970	96	32.228	29.595	92	2.337	2.133	91	287	21
1982-83	682.994	657.978	96	31.790	30.149	95	2.395	2.222	93	285	21

Table 4

Data on general secondary education and middle technical and vocational education for the year 1982/83

	Pupils			School units		Teaching staff			pupils per	
	Total	Male	State	Total	State	Total	Male	State	school unit	teache
Pre-school education	146612	74940	136159	5020	4783	6483	0	6056	29	23
Primary Education	892509	460261	838582	9349	8896	34057	17895	31884	95	26
Gymnasia	438 37	231788	424473	1520	1420	19575	7506	18596	289	22
General lykeions	244057	111529	233505	875	802	12215	6846	11553	297	20
Technical lykeions*	34986	31326	34462	140	130	-	-	9670	250	9
Vocational lykeions*	31286	12362	30947	139	133	-	-		225	
New-type schools*	20912	18826	11853	171	110	-	-		122	

* The figures for technical and vocational education are for the 1981/82 school year.

Sources: a) National Statistical Service of Greece press release, 1983.
b) Middle Technical and Vocational Education Data, Ministry of Education, 1982.

Table 5

DATA ON SCHOOLS WHICH PROVIDE TRAINING AND IN-SERVICE TRAINING FOR TEACHERS (1981/82)

	Students		Classes	Graduating students	Teaching staff	
	Total	Males			Total	Males
1. Teacher Training Colleges	3702	1958	79	1594	252	180
2. Nursery Teacher Schools	1262	0	23	481	45	24
3. Physical Education Schools	1976	1194	73	182	114	84
4. Home Economics Schools	182	0	4	75	19	9
5. Schools for Vocational Education Teachers	518	345	12	233	25	20
6. In-service Training Schools for Secondary Education Teachers	606	332	38	380	156	128
7. In-service Training Schools for Primary Teachers	663	422	17	344	89	76
8. Ecclesiastical Schools	384	384	10	96	45	44
Totals	9293	4635	256		745	565

Source: Data on Schools for the Training and In-service Training of Teaching Staffs, Ministry of Education, 1982

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ICELAND

INTRODUCTION

In accordance with the laws of 1974, the school system is divided into three levels : compulsory education, secondary education and university education. At the compulsory level there is the primary comprehensive school, at the secondary level there are general schools of secondary education including secondary comprehensive schools, grammar schools and vocational schools. At the university level there is the University of Iceland and comparable institutions.

The Ministry of Education exercises control of educational affairs in the country. The country is divided into eight local authorities each of which includes a council of education handling educational matters at the primary level on behalf of the Ministry of Education and the local councils concerned.

BASIC TRAINING OF TEACHERS

The laws of 1978 concerning the basic qualifications of teachers and headmasters at primary and secondary levels specify the requirements that a teacher has to meet to qualify for appointment at the pre-school, primary and secondary levels.

According to the law, all teachers must have completed one year of education as well as training in their respective subjects. This training differs according to the level and type of school which the teachers train for.

In the country there are two main institutions which provide teacher training, ie. the University of Iceland and the University College of Education. The Art College of Iceland, the Academy of Music in Reykjavik and the Physical Education College of Iceland provide teacher training in art, crafts, music and physical education.

Students qualifying at the University College of Education can teach at pre-school and compulsory school levels. Matriculation qualifications are a prerequisite for entrance into the University College of Education. In recent years between 120-130 students have been admitted each year, but there were many more who applied and were refused admittance.

On the average 100-115 students graduate from the college each year. In the years 1976-77, 1979-80, 1982-83, and 1984-85 the student population was as follows :

Table 1

Year	Men	Women	Total
1976-77	64 (28.4%)	161 (71.6%)	225
1979-80	100 (26.0%)	284 (74.0%)	384
1982-83	74 (19.6%)	303 (80.4%)	377
1984-85	69 (19.8%)	280 (80.2%)	349

As the table shows the ratio of men to the total number of teacher trainees has been going down and there is no end in sight to this development.

Education at the University College of Education takes three years and students graduate with a B.Ed. The curriculum is divided into three approximately even parts :

a. Education ;

b. Basic subjects at the primary level ;

c. Electives. Each student chooses two academic subjects or one subject in the field of arts or crafts.

In addition, students are required to do no less than 12 weeks of teaching practice.

Teachers at the pre-school level are required to have basic teacher qualifications and to have specialised in the teaching of young children. Schools are also permitted to employ nursery assistants at this level or staff with qualifications recognised by the Ministry of Education.

In the early grades of compulsory school teachers normally function as class teachers, ie. the same teachers teach all subjects, whereas those teaching a particular elective as their speciality (cf. item c. above) usually teach in the upper grades.

At the Art College and the Academy of Music there are special departments to educate teachers in art, crafts and music for the primary and secondary levels.

The course at the Art College lasts four years and the college accepts students on the basis of an entrance examination.

The course at the Academy of Music lasts three years and matriculation qualification or comparable education are necessary for entry. In addition to these requirements an entrance examination must be taken. Now these subjects, ie. music, art and crafts, are also offered to teacher trainees at the University College of Education.

The Physical Training College of Iceland trains teachers to instruct physical education at both the primary and secondary levels. Entrance requirements to the college are a two-year preparatory course at the secondary level, but those who have matriculated have priority over those with lesser education.

The University of Iceland educates teachers in the various academic subjects offered at the secondary level, and a general course in education is offered.

Teachers of academic subjects at the secondary level must have a university degree in their subject as well as a diploma in education. They are also qualified to teach their subject in the upper grades of primary education. Training of this sort takes at least four years, of which one is to be spent on education.

The following table shows the number of students who have received diplomas in education from the University of Iceland over the last nine years :

Table 2

Year	Men	Women	Totals
1977	2	4	6
1978	45	22	67
1979	9	11	20
1980	15	16	31
1981	70	43	113
1982	22	27	49
1983	24	48	72
1984	36	18	54
1985	17	20	37

Those who teach at vocational and technical colleges are supposed to have completed specialist education to qualify them in their respective fields and in addition they are required to have some practical experience in the field. These teachers have normally not completed a course at a teacher training institution and therefore lack the required education part of their training. In recent years, the University College of Education has given courses in this field for those who teach vocational subjects at vocational and technical schools and has thus enabled them to receive their full qualifications as teachers in accordance with the law.

IN-SERVICE TRAINING OF TEACHERS

Improving educational affairs has been greatly stressed over the last two decades. As a part of this effort much attention has been given to the in-service training of teachers provided by the University College of Education. Courses have been planned by the staff of the University College of Education or advisers employed by the Ministry of Education. The courses have mainly emphasised innovation in the teaching of individual subjects, introduction to new teaching aids and school planning. Attendance at these courses has been uneven, but on the whole good.

Table 3

Participation of primary-level teachers in in-service training courses

Year	No. of teachers	Percentage of tenured staff attending
1974	647	22.3
1977	826	27.0
1980	657	20.5
1983	876	26.9
1985	579	16.9

The courses have tried to introduce teachers to new teaching and learning aids and their application as well as innovation in educational affairs in general. In recent years special attention has been given to courses in computer science.

Apart from the above-mentioned in-service courses, many meetings dealing with various aspects of educational affairs are held for teachers at the primary level in the various local authorities or in individual schools. These meetings are held at the instigation of the teachers themselves or the advisers who usually are responsible for supervising them.

Funds are allocated yearly for the in-service training of teachers at the secondary level. The association of teachers at the secondary level make proposals to the Ministry of Education as to the allocation of these funds. Associations of teachers of particular subjects are then responsible for supervising these courses in association with the University of Iceland. The scope and number of these courses are considerably less than corresponding courses for teachers at the primary level. A summary of the number of courses and participants can be found in Table 4.

Table 4

Participation of secondary-level teachers in in-service training courses

Year	No. of teachers	Percentage of teachers employed
1984	197	20.2
1985	209	20.9

In addition to the courses listed here the University of Iceland and the University College of Education have both offered courses in education for those teachers at the secondary level who have not got full qualifications. Teachers who have completed these courses at the University of Iceland are included in Table 2.

DEVELOPMENT IN TEACHER TRAINING

Hiring fully-qualified teachers to work at the various schools in the country has, at times, been problematic. The number of qualified teachers who have graduated from the University College of Education is quite ample, but each year a part of that group seeks other employment. The percentage of teachers without full qualifications is higher in the country than in towns and cities. Table 5. shows the situation in primary schools during the academic years 1980-81 and 1984-85.

Table 5

The percentage of tenured primary-level teachers with full qualifications

	1980-81	1984-85
Towns	93.5%	97.7%
Rural areas	68.1%	71.4%
The whole country	79.7%	83.6%

Table 6

The percentage of teachers with full qualifications at secondary level

	1980-81	1984-85
Towns	54.8%	64.7%
Rural areas	42.9%	48.2%
The whole country	51.7%	59.8%

At the secondary school level there is a sufficient supply of teachers in foreign languages and social studies, but it has turned out to be increasingly difficult to get maths and science teachers.

A continuous effort is being made, both on behalf of educational authorities and from those institutions responsible for the training of teachers, to improve the quality of the schools. These efforts, however, are hampered by various problems which arise from the small size of the Icelandic community, among other things. These difficulties are visible mainly at the secondary level as all teaching is subject-oriented and groups of teachers in a particular field are often so small that it is impossible to provide them with courses in education geared to their particular subjects. Attempts have been made to deal with these problems by offering courses that are specially designed for such teachers.

The University College of Education has been particularly active in the area of teacher-training reform. Among other things they have instituted programmes that are aimed at the integration of subjects, ie. education on the one hand and on the other hand individual subjects such as Icelandic, mathematics and social studies etc. As an example of such projects there is one entitled "School and Society", begun in 1978. This project is still being worked on, but since it was started, both methods and emphasis have changed considerably. The main goal of the project is to encourage independent work and to involve teacher trainees in the planning and organisation of their own education as future teachers.

IRELAND

I. TEACHER TRAINING

1. Pre-primary

There is no national system of pre-primary education. Primary schools however admit children from the age of four. Accordingly, the professional education of teachers of four- and five-year old children takes place in Colleges of Education for primary teachers.

2. Primary

2.1. Duration

Colleges of Education offer a three-year course which leads to the award of a Bachelor degree in Education (B.Ed.). Graduates of Colleges of Education are required to complete a probationary period of one year in a primary school in oder to secure full recognition as primary teachers from the Ministry of Education.

2.2. Entrance requirements

Selection for primary teacher education courses is based on performance in the Leaving Certificate Examination (the national terminal examination taken on completion of a full course of second level education). Selected applicants are invited for interview. Tests of linguistic and musical ability are also applied. Entry is competitive, the number of primary teachers being determined by the Ministry of Education in relation to national requirements.

2.3. Content

(a) The study to degree level of a number of subjects selected from a wide range of academic disciplines ;

(b) The study of the theory of education ;

(c) The application of educational principles in the context of an integrated and child-centred curriculum for children aged four to welve ;

(d) Supervising teaching in regular classrooms.

Note :

Since 1975 Colleges of Education have been affiliated to Irish Universities with the status of recognised colleges.

3. Secondary

Note :

No distinction is made in Ireland between the preparation of teachers for lower and upper secondary education.
A description of teacher education for second-level schools must distinguish between schools which offer an academic curriculum (secondary schools), schools which offer more skill-oriented courses (vocational schools) and schools which offer a comprehensive curriculum (Community and Comprehensive schools).

3.1. Secondary schools

A Teacher Registration Council (*) prescribes the conditions and qualifications necessary for recognition as a teacher in a secondary school. The Council prescribes that each applicant for registration must, inter alia, comply with the following conditions :

(a) hold a university degree and teacher training qualification acceptable to the Council ;

(b) hold a qualification acceptable to the Council in one of the following subjects : Art, Home Economics, Music, Physical Education, Religious Education, Woodwork or Metalwork.

The most common qualification held by secondary teachers is a University Degree, usually of Bachelor standard and of three years duration, and a Higher Diploma in Education, which is a one-year full-time post-graduate course involving the study of the theory and practice of education, as well as supervising teaching in regular classrooms. Teachers with this qualification may teach any subject on the school curriculum.

Teachers qualified in the subjects listed under (b) above usually hold specialist qualifications which may be of Degree, Diploma or Certificate standard. These teachers may generally teach only that subject in which they have specialised.

As in the case of primary teachers, secondary teachers have to complete a probationary year before being recognised by the Registration Council.

(*) A statutory body which includes representatives of Universities, School Management and Teacher Associations in its membership.

3.2. Vocational schools

Teachers of specialist subjects in these schools follow a four-year undergraduate course in a College of Education which specialises in the following disciplines :

- General and Rural Science
- Metal and Engineering Technology
- Physical Education
- Wood and Building Technology.

3.3. Community and Comprehensive Schools

The minimum qualification required for appointment to a permanent post in one of these schools are :

(i) a Bachelor's degree from a recognised degree-awarding institution, and the Higher Diploma in Education of an Irish University; or an approved equivalent qualification in teaching ; or a qualification recognised by the Minister for Education as equivalent to both the foregoing requirements ;

(ii) an acceptable qualification in the Irish language.

3.4. Art teachers receive their professional preparation in the National College of Art and Design whose courses are recognised by the National Council of Educational Awards. Teachers of Home Economics take their courses in Domestic Science Colleges whose degree (B.Ed.) is awarded by universities.

II. IN-SERVICE TEACHER TRAINING

1. Primary

1.1. Organisation

In-service training for primary teachers is provided by the Ministry of Education and by the teachers' professional associations. It takes place mainly during the periods of school vacation. It may be either school-based or centre-based. Teachers attend at their own expense but attendance attracts compensatory personal leave.

1.2. Content

Courses are organised in response to the pedagogical needs of teachers as observed by the Ministry's inspectorate. At present emphasis is being placed on helping teachers to develop children's oral language skills. Pilot projects on the teaching of science and the use of computers in primary schools have a significant in-service component.

1.3. Attendance at in-service courses is optional.

2. Secondary

2.1. Organisation

In-service courses organised by the Ministry of Education are normally held outside normal school hours, either at week-ends or for one or two weeks during the summer vacation.

Courses organised by universities or by other higher education institutes can vary from a few days to several weeks. Courses of long duration usually are evening or part-time day and evening courses which lead to a post-graduate qualification. School authorities and subject associations organise courses, usually of relatively short duration.

2.2. Funding

Courses organised by the Ministry are paid for by the Ministry and participants are paid travel and accommodation expenses.

Courses organised by institutes of higher education are funded in part by the institutes and in part by the fees paid by participants.

2.3. Content

In recent years emphasis has been placed on the following content areas :

- teaching of modern languages ;
- physical sciences ;
- technical subjects ;
- computer studies ;
- equality of treatment for boys and girls ;
- vocational preparation courses ;
- guidance and counselling ;
- mathematics.

2.4. A network of Teachers' Centres throughout the country make an on-going contribution to the in-service training of both primary and secondary teachers.

III. REFORMS

1. Primary

1.1. Curriculum reform

An integrated, child-centred curriculum was introduced into Irish primary schools in the early seventies. This change had important implications for teacher education.

1.2. Length of training courses

In 1975 the training course for primary teachers was extended from two years to three. Simultaneously Colleges of Education were affiliated to universities with the status of recognised colleges.

2. Secondary

2.1. Consecutive Model

The traditional approach to the preparation of secondary teachers has been the consecutive model, i.e. a course of under-graduate studies leading to the award of an arts degree followed by a one-year course of study of the theory and practice of education leading to the Higher Diploma in Education. Most secondary teachers receive their professional preparation according to this model.

2.2. Concurrent Model

This model has only been in operation for about ten years, and it has been applied to the preparation of teachers of specialised, practical-type subjects such as Physical Education, Wood and Building Technology, Metalwork, General and Rural Science, Home Economics and Art.

According to this model all students take a common course in educational studies which include sociology, psychology, philosophy and history and curriculum studies. They also take common courses in teaching, microteaching and educational technology. Then students take separate courses directly related to the teaching of the subjects they will specialise in.

IV. RESEARCH

1. Evaluation Study

An evaluation of the three-year course leading to the Bachelor's degree in Education (B.Ed.) has been carried out in one of the Irish Colleges of Education. The report is still in draft form. A more detailed analysis of certain aspects of the report is being undertaken.

2. In-service Training

A Committee was appointed by the Minister for Education in 1980 to identify priority areas of in-service training of teachers and to make recommendations to the Ministry.

The Committee furnished its report in 1983. The report is referenced under section VII below.

3. Methodology

University Departments of Education and Research Institutes attached to Colleges of Education conduct an on-going programme of research into the organisation and delivery of educational services at school and classroom level.

V. PROBLEMS

1. Supply of Teachers

The Bachelor of Education degree is designed as a qualification for the primary level of education.

Accordingly intake into Colleges of Education has to be limited to cater for staffing requirements of primary schools only since holders of the B.Ed. are not eligible for employment in secondary schools. There is at present a shortage of permanent teaching posts for primary teachers.

As far as secondary schools are concerned the policy of relating teacher supply to staffing requirements was not well formulated in the past. It is proposed in future to limit the number of graduates proceeding to the Higher Diploma of Education so as to relate teacher supply more closely to the needs of the educational system for teachers whose preparation follows the consecutive model referred to under III.2.1. above.

There is at present a shortage of Metalwork and Wood and Building Technology teachers trained under the concurrent model. Action is being taken to remedy this.

2. College of Education Courses

2.1. Roughly 60% of these courses is devoted to the study of the theory and practice of education and 40% to the study of academic subjects.

2.2. Of the time devoted to the study of education 30% is devoted to the theory and 70% to the practical application of educational principles.

3. In-service Training

Only a small proportion of teachers participate in in-service courses and the resource allocation is correspondingly small. Both of these factors are strongly influenced by the non-compulsory status of in-service courses.

VI. STATISTICS

1.1. Table 1 : Number of trained teachers in service on 30 June 1983.

Religious :		
Men		267
Women		1,394
Lay :		
Men		4,892
Women		13,721
	Total	20,274

1.2. Table 2 : Student numbers in Colleges of Education.

Number of students on 1 November 1982.

Lay :		
Men		326
Women		2,159
	Total	2,485
Religious :		
Men		8
Women		18
	Total	26
	Grand Total	2,511

2. Secondary Education School Year 1982/83

2.1. Table 3 : Number of full-time teachers in secondary schools

Men		5,430
Women		6,635
	Total	12,065

2.2. Table 4 : Number of full-time teachers in comprehensive and community schools

Men		1,091
Women		930
	Total	2,021

2.3. Table 5 : Number of full-time teachers in vocational schools and colleges

Men		4,524
Women		2,221
	Total	6,745

Note :

i. The figures given under 2 above do not include teachers employed on a part-time basis in second-level schools.

ii. The figures refer to the school year 82/83 but they may be taken as an indication of the general level of teacher numbers in the second level of the Irish educational system.

iii. Primary education in Ireland adopts a child-centred approach and therefore teachers of specialist subjects are rarely employed. Teachers in second-level schools are mainly single subject teachers but a statistical breakdown by subject is not available.

3. In-service Training

3.1. Courses

The number of in-service courses for teachers in second-level schools organised by the Ministry in the years 1980 to 1984 is as follows :

1980 : 38
1981 : 59
1982 : 87
1983 : 29
1984 : 109

3.2. Participants

The number of teachers who participated in the above courses is as follows :

1980 : 2,058
1981 : 1,602
1982 : 3,863
1983 : 1,774
1984 : 3,380

VII. BIBLIOGRAPHY

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ii. Ireland : Programme for Action in Education 1984-87, Dublin, Stationery Office, 1984 (pp. 33-35).

iii. Ireland : Department of Education, Statistical Report 1982-83, Dublin, Stationery Office.

ITALY

I. INITIAL EDUCATION

At present only two types of initial education prepare specifically for the teaching profession. These are courses for nursery school teachers and for primary school teachers.

1. Pre-school teaching (nursery school)

Prospective pre-school teachers follow a three-year course at a teacher training school between the ages of 14-17. The entrance requirement is a junior high school diploma.

The curriculum covers :

- Italian language and literature;
- pedagogy;
- history and geography;
- mathematics;
- book-keeping and natural sciences;
- hygiene and child-care;
- religion;
- music and choral singing;
- domestic science and housework;
- modelling and art;
- training and lectures on training.

Completion of the course gives access to the specific competitions and examinations leading to the pre-school teaching diploma.

2. Primary teaching (primary school)

Those who aim at this profession must follow a four-year course between the ages of 14-18 at a teacher training college.

The curriculum comprises :

- religion;
- Italian language and literature;
- Latin, foreign language (for the first years);
- philosophy and pedagogy (from the second year on);
- psychology (second and third year);
- history and geography;
- natural sciences;
- chemistry;
- mathematics and physics;
- drawing and history of art;
- choral singing;
- physical training;
- playing an instrument (optional).

Training in teaching methods and classroom practice are given in the fourth year, with the help of teachers of subjects taught at primary school. At the end of the course, students must pass the examinations leading to the primary teaching diploma, which entitles them to teach in primary school, and to apply for the specific competitions.

3. Secondary teaching, 1st cycle (junior high school)

There is no specific initial education for the time being. In Italy a student can enter any university faculty with the school leaving certificate from one of the following high schools : grammar school, scientific high school, art high school, technical school, vocational school, teacher training school (which only gives access to the Arts faculties, such as arts, pedagogy, psychology, foreign languages; to enter other faculties students must attend a supplementary one-year course).

After obtaining a university degree, those who aim to teach can sit the examinations for a teaching diploma in a subject taught at junior high school. These examinations entitle successful candidates to join the permanent staff teaching that subject.

4. Secondary teaching, 2nd cycle (senior high school)

The same procedure described in para. 3 applies at this teaching level, although the range of degrees allowed for admittance to the examination-competitions is wider, as they must correspond to the range of subjects on the curriculum.

Parliament is discussing a Reform Bill, which is based on the idea of a common two-year course followed by a number of different courses. When implemented this will affect the initial education of teachers and the definition of the types of degrees required for the competitions.

All the new teaching criteria have been included in the syllabi of the different competitive examinations for teaching in the various kinds of schools.

II. IN-SERVICE TRAINING OF TEACHERS

There are various types of in-service training :

Courses suggested by the staff of a school (non-residential courses). They are characterised by lectures or reports by experts, followed by debates or group work ; sometimes two or more schools agree on a project at a district or inter-district level. Other courses are held at a provincial or regional level. They are often offered in a residential or non-residential form by the IRRSAEs (the "Regional Institutes for research, experiment and teacher up-dating", of basic importance for the promotion of in-service training). The IRRSAEs organise their own projects, or specific courses on very important themes on behalf of the Minister of Education. In-service training activities can also be promoted by the Local Education Offices, by the General Directorates responsible for the different levels of schools, as well as by Institutions and Associations.

They also provide courses proposed by the teachers themselves, consultation and technical assistance, and educational documentation and research results.

IRRSAE does research in conjunction with the University and often organises courses in collaboration with the University, with professional, scientific and cultural bodies and associations, and with the (local) Directors of Education.

Teachers attending residential courses are released from service for the duration; non-residential courses, however, are held out of school time. Teachers are not compelled to follow such courses, but to do so is considered a duty and right. The Ministry finances the courses by means of credits to its local offices (local Directors of Education), or through funding to the IRRSAE. The aim is to provide in-service training for 30% of the present total of more than 800.000 school teachers per year.

Priority subjects are : the introduction of computers in the school, with its two phases : initiation and teaching applications ; educational programming of teaching tasks ; assessment, up-dating in subject matter and teaching techniques. Special attention is paid to educational and vocational guidance strategies, to the problem of the integration of handicapped pupils in normal classes, remedial teaching, health education, and drug addiction prevention. There is also a special national project for language teaching, consisting of refresher courses for language teachers (207 courses in 1984, involving 78 local Education Offices and 4,028 teachers ; 206 courses in 1985, with the involvement of 3,920 teachers and 82 local Education Offices). They are provincial courses led by trainers. There are two levels : 100 hours for the former, 60 hours for the latter. Training of trainers is also included in the Project through seminars either in Italy or abroad.

III. REFORMS

A Bill has recently been brought before Parliament by the Minister of Public Education based on Presidential Decree No. 417/1974 which states that, in order to be admitted to the national "concorso", that is a competitive examination related to the number of teaching posts that are available, all categories of teacher must have "a complete university-level education to be obtained at a university or other institution of higher education".

The Bill (Art. 2) provides for specific university-level courses in education for nursery and primary school teachers based on the study of "disciplines connected with the educational and didactic activities of nursery and of primary school, and didactic methods together with compulsory fieldwork".

As for the secondary school (junior and senior high school), Article 3 of the same Bill provides that, for all teaching diplomas, the normal university courses must be supplemented by specific training in didactic methods and compulsory fieldwork.

Act No. 270/82 (Art. 1 and 2) provides a training year for permanent teachers. It is at one and the same time a test and a starting point for a process of teacher education through practical experience under a tutor's direction, and through a series of seminars, also related to school activities. This is a national initiative, implemented in agreement with the IRRSAEs and the universities.

IV. RESEARCH

Several universities have been involved in research activities and didactic experiments for some years, sometimes in the form of structured projects, particularly relating to the teaching of mathematics and scientific subjects (Physics, Chemistry, Science) ; there are research units working on mathematics teaching methods, in collaboration with the National Research Centre, also seminar activities or didactic workshops and research and experimentation groups.

There are experimental university courses for nursery and primary school teachers at the Universities of Bari, Bologna, Siena, to meet the needs of the transition phase. The specialised School for Philosophy Teaching and the interdepartmental research centre for the further education of teachers at the University of Rome must also be mentioned here.

A wider programme of didactic experimentation is under consideration in the Universities, on account of the passing of a new body of rules for initial training.

V. PROBLEMS

For the school year 1983-84, 596,636 out of 767,337 teachers were women : data for teacher training are not available, apart from what is said in Section VI, 1 (ii). The inequality between academic education and teacher education or training is still considerable, caused above all by the absence of a specific curriculum covering didactics in initial education.

In conclusion, in-service training is perhaps better than initial education, considering the range of initiatives described above, which aim to reduce the gap, considering the increasingly systematic policies carried on for about the last ten years, together with important reforms of the compulsory school, and considering the growing realisation on the part of teachers of the need for innovation in education and teaching methods.

The lack or surplus of teachers in some subjects varies according to a number of factors. Unemployment (also a dynamic phenomenon related to many factors such as geographical distribution, the socio-economic characteristic of the area, the surplus of university graduates etc.) also has its roots in the decrease of population registered in Italy, the effect of which has already reached the primary school and the junior high school and which is the cause of the present contraction in teaching posts and of the low pupil/teacher ratio. It is also difficult to include in-service training within the 20 hours per month statutorily provided for the out-of-school activities of teachers.

VI. STATISTICS

1. Enrolment in initial education (Data refer to the school year 1984/85)

(i) by level :

a. nursery school teachers : 8,920 ;
b. primary school teachers : 143,134 ;
c. junior high school teachers and
d. senior high school teachers : virtually all the graduates in the university subjects included in the curricula of both c. and d.

(ii) by sex :

a. nursery school teachers : mostly women (only in 1978 men were allowed to join the permanent staff of the nursery school, owing to the Law No. 463 ; they are now about 150) ;

b. primary school teachers : definite data are not available, but we can provide data for the school year 1982-83 as an example of the general trend : 191,889 women out of a total of 206,618 ;

(iii) by subject :

as for the first two levels of teaching the subjects were listed above ; as for the last two no specific initial education is currently provided.

2. Participation in in-service training

Data refer to the activities in the various sectors in the two years 1984-85 :

	Number of courses	Number of participants
- Courses suggested by school staffs	10,000	300,000
- Courses for the "training year"	2,071	68,017
- Courses promoted by the General Directorates (1984)	-	-
- Courses promoted by the General Directorates (1985)	259	6,290
- Courses promoted by the General Directorates of Primary Schools (1985) : courses based on the new primary school curricula for inspectors and for headmasters (initial training courses for primary school teachers are being put into operation in the Provinces)	93	4,778
- Courses promoted by the Ministry as suggested by Universities, specialised Institutes, Institutions or professional Associations	43	-
- Courses related to the national Computer Plan (1985)	42	679
- IRRSAE Courses (1984)	153	7,000
- Courses for teachers abroad	6	180
- Courses related to the Special Project for foreign language teachers	413	7,948
- Seminars for teacher trainers related to the above mentioned Special Project	5	400
	13,085	395,292

VII. DOCUMENTATION

A very important meeting took place in Salerno on 29, 30 and 31 May 1978 on the theme "University and teachers' permanent education". The resulting documents were published by "La Nuova Italia Editrice" in 1979.

In the course of the congress the role of the university in the permanent education of teachers was analysed, also taking into account its future tasks and the duties in relation to those of other institutions involved in teacher advancement and education, research and teaching (IRRSAE, school-districts, basic school etc.), and in the context of educational continuity (see Presidential Decree No. 417/74 mentioned above and Presidential Decree No. 419/74).

LIECHTENSTEIN

I. INITIAL TEACHER TRAINING

Teachers at all types of school (pre-primary, primary, lower secondary, upper secondary) receive their initial training abroad (Switzerland and Austria), and there is thus no training centre in Liechtenstein.

II. IN-SERVICE TEACHER TRAINING

The national inspector has decreed that nursery school teachers and principal teachers in all types of school must receive at least three days' continuous training every year. Part-time or auxiliary teachers are also invited to follow these continous training courses. The courses are organised by the education authority of the Principality of Liechtenstein and teachers must attend for three days of their choosing.

To meet this requirement, credit is also given for attendance at training courses provided by the Swiss Association for Manual Work and School Reform (Schweizerischer Verein für Handarbeit und Schulreform - SVHS), as well as the teacher training courses of the Canton of St.Gallen. Some of our teachers also attend courses in Austria.

Besides general continuous training courses for teachers at all levels, Liechtenstein also provides courses for teachers in specific categories, eg. primary school or lower secondary school teachers.

The courses are held at various training centres in Liechtenstein. They are not held in schools and must be attended outside school hours.

The courses are financed by the State.

Attendance at certain courses, such as in civics, Liechtenstein law, etc. may be compulsory.

III. REFORMS

Liechtenstein has had little influence on training centres abroad. The continuous training programme which we advocate has been refined and, above all, extended over the last ten years.

IV. RESEARCH

In Liechtenstein, there is no research as such in the field of teacher training. Some questions are covered, however, in Graham MARTIN's study ("L'éducation dans la Principauté de Liechtenstein, Zürich 1984).

V. PROBLEMS

The Liechtenstein authorities usually find that teachers trained at colleges and universities abroad have a sound theoretical foundation. Unfortunately, practical training is often neglected at these centres.

The three days compulsory continuous training provided every year are hardly enough to keep teachers in touch with new subjects (eg. computing), and intensive courses are therefore required.

Liechtenstein is thinking of using paid and unpaid study leave to overcome these problems. Paid leave, for instance may not exceed six months in a full career.

Since our teachers attend different training centres abroad, opinions on methods and aids differ widely. Since many teachers have never worked outside schools, ways of giving them practical experience - in the economic sector, for instance - are being studied.

VI. STATISTICS

See appendix "Further training of primary teachers (1981-1983) in the Principality of Liechtenstein".

VII. BIBLIOGRAPHY

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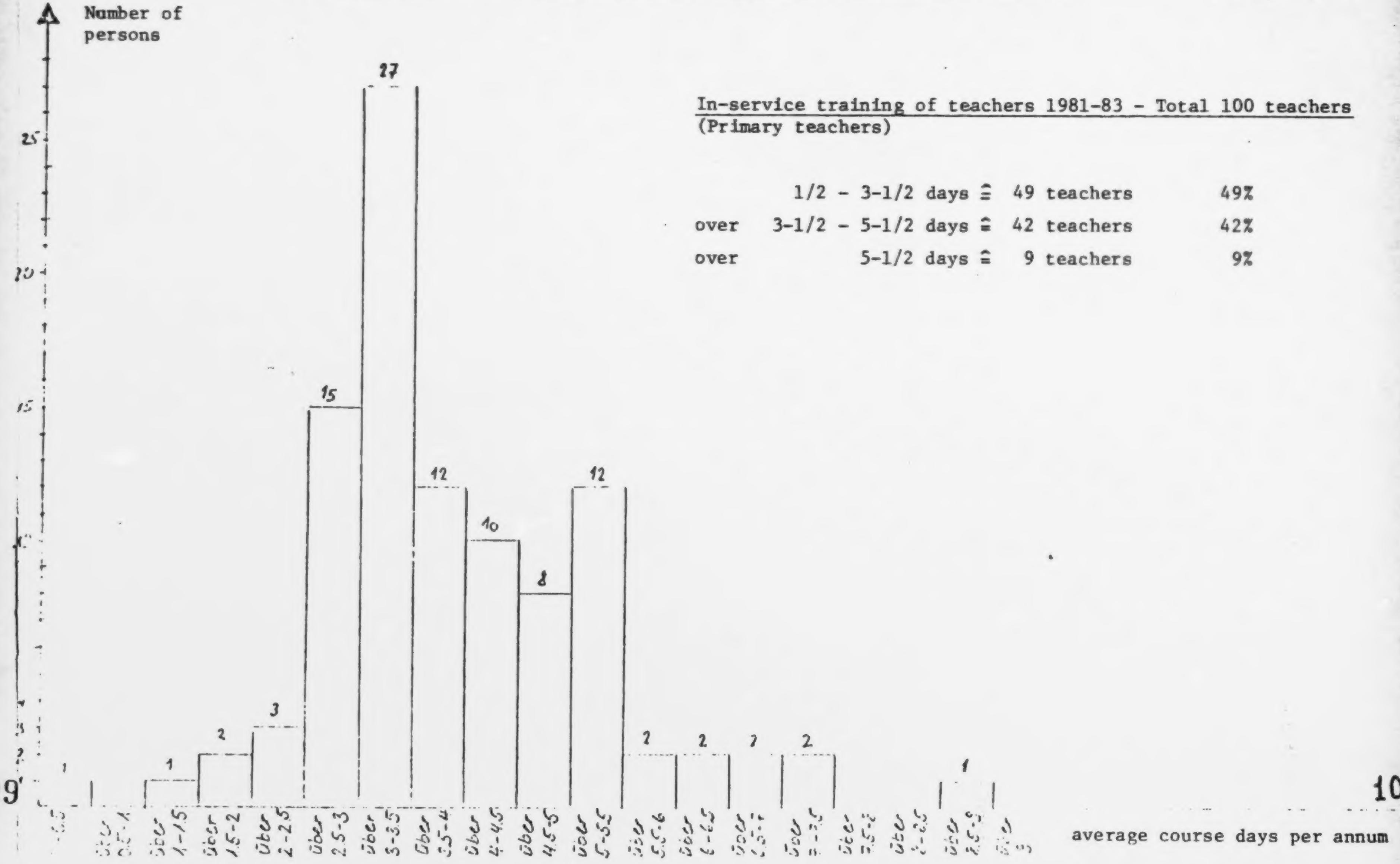

In-service training of teachers 1981-83 - Total 100 teachers (Primary teachers)

	1/2 - 3-1/2 days ≙	49 teachers	49%
over	3-1/2 - 5-1/2 days ≙	42 teachers	42%
over	5-1/2 days ≙	9 teachers	9%

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LUXEMBOURG

I. INITIAL TEACHER TRAINING

A. Pre-primary and primary education

- Admission requirements

Admission of candidates to ISERP, the Higher Education Institute for Teaching Study and Research, which trains pre-primary and primary teachers, depends on the results obtained in the secondary school-leaving examination. Candidates must also give evidence of adequate knowledge of the three languages used in the country : Luxembourgian, French and German.

The Minister for National Education and Youth decides each year on the number of candidates to be accepted.

- Training and certification

ISERP teacher training consists of a three-year course combining theory and practice and leading to the "teaching studies" certificate (certificat d'études pédagogiques).

The syllabus comprises training in teaching principles and methods, and literary, scientific and self-expression studies, involving a certain degree of specialisation.

The curriculum includes lectures on a common core of compulsory subjects, plus other compulsory subjects from which a choice may be made, and optional subjects, tutorial, individual education-oriented or academic projects, practical work, and teaching practice in Luxembourg schools.

B. Secondary and secondary-technical education

- Admission requirements

Candidates for admission to training as secondary-school teachers (arts, sciences, economic science, art education, music education, physical education) must hold a secondary school-leaving certificate from Luxembourg or a certificate awarded by another country and recognised as equivalent by the Ministry of National Education and Youth.

Candidates wishing to train as secondary technical-education teachers must hold either a secondary school-leaving certificate, or a technologist's certificate, or a certificate recognised as equivalent by the Ministry of Education and Youth.

- Qualifications for a career in post-primary teaching

Secondary teachers must have completed a university course lasting at least four years and obtained a certificate in one of the above-mentioned special subjects, qualifying its holder, in certain cases, to teach in upper secondary schools in the country which awarded the certificate. There are additional requirements in the case of some special subjects : eg. prospective teachers of French, English and German must have obtained the final certificate in a French-,English- or German-speaking country respectively.

Technical education teachers must have successfully completed at least six terms of university education, or six terms of higher education abroad, or have at least five years' professional experience as a teacher of primary subjects or of a special subject and have successfully completed a period of university study or of higher specialist study abroad, the length of which is determined by Grand Duchy regulations.

Needs as regards teaching staff for post-primary education, and the measures designed to meet them are the subject of continuous planning. On the basis of a report prepared by a committee of experts, the Minister of Education puts before the Government a staff-recruitment programme for the coming five-year period. Within the limits of this programme, the Minister determines each year the number of candidates per category admitted for training. If the number of applications exceeds the number of places available, candidates are graded according to performance in the secondary school-leaving examination, the results obtained in the Luxembourg University Cours examination, and the results of a competitive examination.

After their university studies, candidates for a teaching post in secondary education or secondary technical education must complete a three-year teacher training course. This involves writing a thesis and an education report, attending courses conducted by the "Teacher Training Department" of the Luxembourg University Centre, and undergoing practical teacher training, supervised by an education adviser and training tutor (under the authority of the head of the educational establishment to which the trainee is assigned). The examination at the end of the practical course includes class-instruction in the presence of inspectors and the correction of pupils' homework.

II. IN-SERVICE TEACHER TRAINING

As part of continued training for pre-primary and primary teachers, ISERP organises refresher courses and activities aimed at updating teachers' knowledge and skills and keeping them abreast of new developments in teaching and education.

All or some of such courses and activities can be declared obligatory.

The Teacher Training Department and the Mathematics Seminary at the Luxembourg University Centre organise a post-graduate programme including courses, conferences and one-day seminars, as part of continued training for post-primary teachers, at which attendance is optional.

III. REFORM

In application of the Act of 6 September 1983 reforming pre-primary and primary teacher training and creating ISERP, the course leading to a teaching qualification (pre-primary and primary options) has been extended from two years to three.

IV. STATISTICS

The following tables are appended to this report :

- primary teaching staff in the academic years 1979/80 - 1980/81 - 1981/82 ; breakdown by age
- students intending to apply for admission to the teacher training course
- trainee recruitment from 1981/82 to 1984/85
- post-primary teacher in post ; breakdown according to age.

V. DOCUMENTATION

Text of the Act of 6 September 1983 which

a) reformed primary teacher training

b) created a higher institute of teaching study and research (ISERP)

c) modified the organisation of pre-primary and primary education.

Text of the Act of 10 June 1980 on the planning of staff recruitment according to needs in post-primary education.

General report on current and future staff requirements in post-primary education (1985 edition).

I. TEACHERS (BREAKDOWN BY AGE)

Age	1979/80									1980/81									1981/82								
	Form teachers			Other			Total			Form teachers			Other			Total			Form teachers			Other			Total		
	public		priv.	public		priv.	public & priv.			public		priv.	public		priv.	public & priv.			public		priv.	public		priv.	public & priv.		
	M	F	F	M	F	F	M	F	T	M	F	F	M	F	F	M	F	T	M	F	F	M	F	F	M	F	T
19	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
20	-	1	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	2	2
21	8	16	-	1	-	-	9	16	25	5	11	-	-	2	-	5	13	18	7	11	-	-	-	-	7	11	18
22	8	13	-	-	-	-	8	13	21	14	15	-	-	1	-	14	16	30	11	17	-	-	-	-	11	17	28
23	13	28	-	1	-	-	14	28	42	7	14	-	2	-	-	9	14	23	14	18	-	1	1	-	15	19	34
24	25	53	1	2	-	-	27	54	81	13	26	-	1	1	-	14	27	41	9	12	-	1	-	-	10	12	22
25	37	27	-	-	2	-	37	29	66	34	46	-	2	2	-	36	48	84	14	28	1	1	1	-	15	30	45
26	41	47	-	2	1	-	43	48	91	35	24	-	2	4	-	37	28	65	30	46	-	3	2	-	33	48	81
27	34	28	-	1	3	-	35	31	66	43	42	-	2	4	-	45	46	91	35	23	-	3	5	-	38	28	66
28	36	37	1	2	2	-	38	40	78	34	27	1	3	3	-	37	31	68	47	40	-	3	3	-	50	43	93
29	39	34	2	1	1	-	40	37	77	36	37	1	5	2	-	41	40	81	33	27	-	2	3	-	35	30	65
30	25	29	-	5	5	-	30	34	64	39	32	2	2	-	-	41	34	75	36	36	-	3	2	-	39	38	77
31	29	42	-	-	3	-	29	45	74	26	28	-	4	4	-	30	32	62	40	29	1	1	3	-	41	33	74
32	39	30	-	3	2	-	42	32	74	30	42	-	1	3	-	31	45	76	25	28	-	5	3	-	30	31	61
33	35	45	1	2	3	-	37	49	86	39	28	-	4	2	-	43	30	73	28	40	-	3	3	-	31	43	74
34	31	37	-	1	1	-	32	38	70	34	49	1	3	2	-	37	52	89	38	28	-	3	3	-	41	31	72
35	40	38	1	2	1	-	42	40	82	32	36	-	-	3	-	32	39	71	37	47	-	2	1	-	39	48	87
36	45	38	3	3	1	-	48	42	90	37	42	-	3	1	-	40	43	83	32	32	-	-	3	-	32	35	67
37	49	33	1	4	5	-	53	39	92	43	38	-	5	1	-	48	39	87	38	39	-	2	4	-	40	43	83
38	32	29	-	8	-	-	40	29	69	49	33	-	6	5	-	55	38	93	40	34	1	6	5	-	46	40	86
39	26	30	1	2	1	2	28	34	62	33	28	-	6	1	-	39	29	68	48	33	-	7	3	-	55	36	91
40	36	28	-	3	-	-	39	28	67	27	30	1	2	1	1	29	33	62	31	30	-	8	2	-	39	32	71
41	17	25	-	4	2	1	21	28	49	36	26	-	4	-	-	40	26	66	24	30	1	3	2	-	27	33	60
42	18	20	1	1	-	-	19	21	40	18	21	-	5	4	-	23	25	48	36	27	-	4	-	-	40	27	67
43	18	14	-	1	2	1	19	17	36	18	21	1	1	-	-	19	22	41	17	23	-	5	2	-	22	25	47
44	9	16	-	4	1	-	13	17	30	19	11	-	-	4	-	19	15	34	18	21	1	1	-	-	19	22	41
45	7	17	-	4	-	-	11	17	28	9	16	-	4	3	-	13	19	32	20	11	-	-	4	-	20	15	35
46	11	10	-	2	-	-	13	10	23	7	16	-	4	1	-	11	17	28	9	14	-	4	2	-	13	16	29
47	6	13	1	-	-	1	6	15	21	11	11	-	4	-	-	15	11	26	9	16	-	2	-	-	11	16	27
48	6	8	-	2	-	-	8	8	16	6	14	1	-	-	1	6	16	22	10	10	-	5	-	-	15	10	25
49	18	11	-	1	1	-	19	15	34	6	8	-	2	-	-	8	8	16	6	14	1	-	1	-	6	16	22
50	5	14	--	2	-	-	7	14	21	16	16	-	1	2	1	17	19	36	6	8	-	2	-	-	8	8	16

Age	1979/80									1980/81									1981/82								
	Form teachers			Other			Total			Form teachers			Other			Total			Form teachers			Other			Total		
	public		priv.	public		priv.	public & priv.			public		priv.	public		priv.	public & priv.			public		priv.	public		priv.	public & priv.		
	M	F	F	M	F	F	M	F	T	M	F	F	M	F	F	M	F	T	M	F	F	M	F	F	M	F	T
51	10	16	-	1	1	-	11	17	28	6	13	-	2	-	-	8	13	21	16	14	-	1	2	1	17	17	34
52	9	8	1	2	-	-	11	9	20	11	16	-	1	1	-	12	17	29	5	13	-	2	-	-	7	13	20
53	14	9	-	2	-	-	16	9	25	9	8	1	2	-	-	11	9	20	11	16	-	1	1	-	12	17	29
54	7	10	1	-	-	-	7	11	18	14	9	-	2	-	-	16	9	25	8	7	1	2	-	-	10	8	18
55	13	14	3	1	1	-	14	18	32	6	8	1	1	1	-	7	10	17	14	9	-	2	-	-	16	9	25
56	17	8	-	1	1	-	18	9	27	11	14	3	2	1	-	13	18	31	6	6	-	1	-	-	7	6	13
57	11	5	1	4	-	-	15	6	21	15	8	-	1	1	-	16	9	25	9	12	2	3	-	-	12	14	26
58	14	9	-	4	-	-	18	9	27	12	5	1	1	-	-	13	6	19	12	9	-	1	1	-	13	10	23
59	10	9	-	5	1	-	15	10	25	13	8	-	4	-	-	17	8	25	11	5	1	2	-	-	13	6	19
60	8	3	-	1	-	-	9	3	12	6	2	-	3	-	-	9	2	11	4	4	-	1	-	-	5	4	9
61	4	3	-	-	-	-	4	3	7	4	2	-	1	-	-	5	2	7	3	1	-	1	-	-	4	1	5
62	1	-	1	-	-	-	1	1	2	-	3	-	-	-	1	-	4	4	1	1	-	1	-	-	2	1	3
63	2	1	-	1	1	-	3	2	5	-	-	1	1	-	-	1	1	2	-	3	-	-	-	1	-	4	4
64	1	1	-	-	-	-	1	1	2	1	-	-	1	-	-	2	-	2	-	-	1	-	-	-	-	1	1
65	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
67	-	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
68	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
69	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	1
TOTAL	864	910	21	86	42	5	950	978	1928	864	885	16	100	60	4	964	965	1929	848	873	13	98	62	2	946	950	1896

Students intending to apply for admission to a teacher-training course

Special subject	for September 1985	 1986	 1987	 1988
ARTS				
French	19	20	18	15
German	12	15	25	22
English	2	7	11	23
Italian	1	2	-	2
Spanish	1	3	2	-
Latin/Greek	-	2	-	-
Philosophy	-	1	2	2
History	11	5	16	9
Geography	10	4	6	8
Sub-total ARTS :	56	60	80	81
SCIENCES				
Mathematics	7	12	17	25
Physics	5	6	1	5
Chemistry	3	1	1	4
Biology	12	5	2	16
Sub-total SCIENCES	27	24	21	50
ECONOMIC AND SOCIAL SCIENCES	11	11	24	17
ART EDUCATION	9	8	10	9
PHYSICAL EDUCATION	13	8	3	3
MUSIC EDUCATION	3	3	2	2
TOTAL:	119	114	140	162

Trainee recruitment

1981/82 to 1984/85

Discipline	1981/82 C	1981/82 R	1981/82 A	1982/83 C	1982/83 R	1982/83 A	1983/84 C	1983/84 R	1983/84 A	1984/85 C	1984/85 R	1984/85 A
Teachers												
French	9	8	7	6	6	5	22	10	*10	15	3	*3
German	5	5	5	3	3	2	3	3	3	5	5	5
English	4	3	3	4	4	3	5	5	3	4	4	4
Italian	2			1			1					
Spanish				1			2					
Latin	1											
Greek												
Philosophy	2			3			2			2		
History	8	4	*4	9	5	5	10	3	*3	14	5	*5
Geography	1	1		3	3	2	4	4	4	9	7	*7
Mathematics	8	8	5	7	7	7	8	8	5	6	8	7
Physics	4	3	3	2	2	2	7	6	4	5	5	4
Chemistry	1			1			2			3		
Biology	4			5	2	*2	12	2	*2	12	2	*2
Economic and social sciences	9	4	4	7	5	5	14	3	3	15	6	*6
Art education	12	6	*6	5	5	4	7	3	3	11	3	*3
Physical education	13	10	*10	8	3	*3	16	5	*5	21	5	*5
Music education	1	1	1	3			4	2	2			
Sub-total for secondary education	85	53	48	68	45	40	119	54	47	125	58	56
Engineers/technologists + architects												
Electronics				6	4	*4	6	3	*3	2	2	2
Mechanics	8	6	3				4	3	*3	2	2	2
Agronomy				2	1	*1	1	1	1	1	1	1
Metallurgy							3	1	*1			
Computer science	3	2	0	4	4	3						
Architecture							1	1	0			
Civil engineering										7	2	*2
Technical education teachers												
Mathematics										2	2	0
Maths + physics				3	3	0	2	2	1			
Physical education												
Mechanics				1	1	0						
Oenology				1	1	0	1	1	1			

C = Candidates
R = Recruitment forecasts
A = Intake
* = By competitive examination

Breakdown by age 1985

Date of birth	Total (1)	Teachers (2)	Non-teachers (3)	% (4)*	% (5)
1920	1	1	0	0,06	
1921	5	4	1	0,29	
1922	8	7	1	0,47	1,81
1923	9	6	3	0,52	
1924	8	7	1	0,47	
1925	10	9	1	0,58	
1926	19	17	2	1,11	
1927	17	17	0	0,99	5,65
1928	27	24	3	1,57	
1929	24	21	3	1,40	
1930	17	16	1	0,99	
1931	35	29	6	2,04	
1932	28	21	7	1,63	7,34
1933	19	15	4	1,11	
1934	27	26	1	1,57	
1935	37	35	2	2,15	
1936	33	30	3	1,92	
1937	38	37	1	2,21	11,34
1938	43	41	2	2,50	
1939	44	42	2	2,56	
1940	49	44	5	2,85	
1941	46	43	3	2,68	
1942	58	54	4	3,38	16,83
1943	64	61	3	3,73	
1944	72	71	1	4,19	
1945	63	60	3	3,67	
1946	84	80	4	4,89	
1947	88	88	0	5,12	26,54
1948	94	91	3	5,47	
1949	127	124	3	7,39	
1950	126	124	2	7,33	
1951	74	74	0	4,31	24,03
1952	92	90	2	5,35	
1953	66	66	0	3,84	
1954	55	55	0	2.20	
1955	51	51	0	2,97	
1956	28	28	0	1,63	
1957	17	17	0	0,99	6,46
1958	15	15	0	0,87	
TOTAL	1.718	1.641 95,52 %	77 4,48 %	100,00	100,00

* ad col. (4): $\frac{\text{col.(1) . 100}}{1.718}$

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MALTA

1. INITIAL TEACHER TRAINING

1.1. Pre-primary

No regular pre-service training courses exist at this level. Ad hoc courses are usually organised immediately after appointment and before actual employment, as needs arise, followed by a series of in-service courses. Such courses are generally run by the Education Officer in charge of kindergartens.

1.2.-1.4. Primary, Lower secondary, Upper secondary

Regular teachers on the permanent establishment of the Education Department have to undergo a five-year course of training in the Faculty of Education of the University of Malta ; the course leads to the degree of B.Ed. (Hons.). Following the University reforms of 1978 when the Faculty of Education was established to take the place of the previous system of pre-service teacher training, students are first selected by the University Students Selection Board according to sponsorships offered by the Department of Education. When recruited, they are de jure "employees". The "worker-student" system which operates in Malta is based on alternating periods of work and study with the result that students work as teachers in the Education Department for six months and study at the University for six months every year. The University course in Education is composed of three major sections (education, a main subject and a subsidiary subject) together with a dissertation.

Worker students are trained to be able to teach at primary, lower secondary and upper secondary levels, although the main subject and/or the subsidiary subject opted for by the student generally determine placing after graduation.

2. IN-SERVICE TEACHER TRAINING (INSET)

The in-service training of teachers in Malta is largely organised on an ad hoc basis and takes various forms. Courses are generally tailored to needs as they arise. They are generally organised either by the Education Department or by the University Faculty of Education or conjointly.

a. Subject in-service courses are run by Education Officers according to needs. Currently there are regular courses for teachers in computer studies.

b. The University of Malta, Faculty of Education, runs two-year evening Diploma courses for Teachers according to needs. There have been courses in needle work and home economics, Arabic and, currently, administration, guidance and counselling.

c. The Faculty of Education also runs in-service courses for instructors in the Education Department and for private school teachers on order by the authorities concerned.

d. The widest possible use is made of bursaries and scholarship courses for in-service training overseas by the Department of Education. These bursaries are available through bilateral agreements with foreign countries or organisations such as the Council of Europe. These courses are usually of short duration.

e. A number of Maltese teachers are also sent abroad on longer courses to read for higher degrees. Apart from Malta Government Scholarships there exist scholarships provided by the Commonwealth Scholarship and Fellowship Plan and bilateral agreements.

Courses can be held in school time or after school time or both. They are not generally obligatory, although some courses organised by the Education Department for its teachers can be so. Education Department courses are free of charge to teachers. The Faculty of Education charges a minimal entry fee.

3. REFORMS

The major reform in the organisation of teacher training carried out since 1975 was :

a. The transfer of teacher training from a three-year full-time College of Education course leading to a Teacher's Certificate to the newly created Faculty of Education awarding the degree of Bachelor of Education (Honours) in 1978.

b. The change from a "full-time" course to one which alternates study with work (teaching) on a six-months/six months basis every year throughout the five years of the course.

c. The 1978 reform also entailed a change in recruitment as enrolment is based on a system of sponsorship and therefore tailored to needs.

An evaluation of the system of University education in general has been recently carried out and changes are envisaged both in the duration of the course and in the system of work/study alternations.

4. RESEARCH

No major research projects have been carried out.

5. PROBLEMS

The major problem to have emerged in recent years, apart from the one mentioned in 3. above, is the relative inability of the system to catch up with in-service training needs, especially in the field of updating teachers in modern teaching approaches and techniques.

NETHERLANDS

I. TEACHER TRAINING COURSES (HPO)

The main training institutes for primary school teachers (pupils aged 4 to 12) are the Colleges of Education for primary teachers (PABO). The course is a four-year one within which time students are taught all subjects required to practise the profession of teacher. Since there are generally no subject teachers at primary school, students have to meet a required minimum standard for all subjects (Dutch, arithmetic, history, geography, etc., but also expressive subjects and physical training), although a certain amount of specialisation is possible within these limits.

Pedagogics, didactics and psychology are also part of the curriculum. 35 weeks of the course are spent on teaching practice.

Secondary teacher training courses are mainly provided by four establishments :

1. New secondary teacher training institutes (NLOs) providing full-time courses for teachers in all types of secondary school.
2. Secondary teacher certificate courses (MO akten) providing the same training as NLOs but not full-time.
3. Dutch association for training teachers for vocational education (NGOLB), which trains teachers for vocational schools.
4. Sport academies (ALOs) for teachers of physical education.

At most of the secondary teacher training institutes students are trained to teach one subject, though at NLOs they are trained for two subjects.

Grade qualifications are a feature of the Dutch teacher education system. Not all secondary school teachers are qualified to teach at all levels. There are grades of qualification which roughly correspond to the age of pupils concerned and the final level of achievement required of them.

Teachers who have a first grade qualification are qualified to teach at all levels and every age group in secondary and higher education. Teachers with grade two and grade three qualifications are only qualified to teach in a limited sector of secondary education. Sport academies only train students for a grade one qualification, while MO akten courses train students for first and second grade qualifications. NLOs and the NGOLB only train grade two qualification teachers. The NLO course takes four years at the end of which students are awarded a double certificate because they have taken two subjects. MO courses also take four years for a grade two qualification and another two or three years if students wish to obtain a grade one qualification. Subjects are studied with a view to a career in teaching, thus the course includes the acquisition of the skills required to act as a class teacher and the testing and further development of these skills by teaching classes in the subjects in which the students are training. This practical experience is usually gained in the third and fourth years.

Primary and secondary teacher training establishments provide refresher courses for serving teachers.

II. ORGANISATION OF INITIAL TEACHER TRAINING IN THE NETHERLANDS

2.1. Teacher training for primary school teachers

1 August 1984 marked the start of the first operational year of Colleges of Education for primary teachers (PABOs). These were formed through the integration of colleges of education for nursery school teachers of 4-6 year olds (OKs) with those for teachers of 6-12 year olds (PAs). This integration was necessitated by the introduction of new-style primary schools for 4-12 year olds and had been in preparation for some 15 years. The 66 PABOs were formed from 90 PAs and 45 OKs.

Primary teacher training now lasts four years, instead of the three-year training period previously customary for nursery and primary school teachers. As PABOs form part of the higher vocational education system, a senior general secondary education (HAVO) certificate is the minimum entry requirement, although candidates who have attended a three-year full-time course at senior secondary vocational education level can also qualify. Candidates who do not have the requisite qualifications but who are 23 or over can sit an entry examination set by the individual colleges.

Work plan

Teaching at PABOs is based on a work plan drawn up by each individual college, on the basis of regulations which allow educational establishments more scope than was formerly the case to organise their teaching as they think fit. The work plan outlines teaching aims, the requirements with which students have to comply on completing the course, the nature of the teaching material and how it is to be presented, the examination regulations and syllabuses etc. The work plan provides a basis for the annual programme of activities which regulates timetables, lessons, and holidays. The underlying aim of the work plan is to produce primary school teachers with as broad a training as possible, in other words teachers who are able to teach all subjects to all age-groups at primary school level. This is not to say that all teachers will be equally expert in all areas. Training will continue to be geared towards the individual qualities of students. However, the certificate ultimately obtained by a graduate will not state that the holder is specialised in, say, working with 4-7 year olds, but will merely constitute a certificate of competence to teach in primary schools.

Conditions

The work plan has to comply with certain conditions. Students must receive a minimum of 3100 hours of instruction during their four years. At least 1655 must be devoted to subject training (including teaching methodology), which is divided into subject areas. The latter correspond to practice in primary schools, where many related subjects are taught as a block. During the course students must spend at least 35 weeks on teaching practice. A minimum of 20 of these weeks must be spent in primary schools, two weeks at an establishment providing special education and an educational support institute and three weeks at a socio-cultural institute.

Subjects

The subjects covered at PABOs are : language teaching, arithmetic and mathematics, "mankind and society", nature studies, self-expression, physical education and writing. A minimum number of hours is laid down for each subject. PABOs also provide general training in educational theory and methods and socio-cultural training. A new development is the teaching of English in primary schools. No staff are to be recruited specifically for this purpose; primary school teachers will add the teaching of English to their other subjects. English will therefore have to be included in the PABO syllabus.

No central examination

The central leaving examination is to be abolished and responsibility for the examination now lies with the colleges themselves. However, they have to comply with certain conditions when drawing up the examination syllabus and regulations. An important development is that the central authorities no longer dictate when examinations are to be held. PABOs can now decide to spread examinations over the entire course.

2.2. New secondary teacher training colleges (NLOs)

Seven NLOs were set up on an experimental basis in the early 1970s, followed in 1979 by three more, one of which trains technical school teachers. The NLOs train teachers for the new integrated system of secondary education. The main characteristics of the course are that :

1. teachers gain broader teaching qualifications through training in two subjects ;
2. emphasis is placed on education.

In recent years the NLOs have concentrated on developing training programmes. Much time has also been devoted to the expansion of in-service teacher training which is the responsibility of these colleges and which has grown considerably in importance.

Significant problems arose during the development of the training programmes :

- a wide division between subjects (partly due to the organisation of the colleges along subject area lines) ;
- too wide a gulf between education and specialist subjects.

As a result of further changes in secondary education changes are also in the offing for the NLOs, especially with regard to the points mentioned above. The coming years will be marked by reorganisation of this kind. As a result of alterations in the system of qualifications changes will emerge in the programmes (especially modification of the specific requirements of senior secondary vocational education). The changes in higher vocational education, specifically the introduction of the Higher Vocational Education Act, will mark the end of the NLOs' experimental status. Finally, a considerable problem is posed by the fact that in certain subjects there is a surplus capacity of teacher training places. Measures are planned to restrict capacity in a way which will not affect the standard of training.

Documentation : Overzichtsrapport zes jaar NLO-onderzoek,
NIVOR/SCO, Amsterdam/Nijmegen, September 1981.

2.3. Secondary teaching certificate (MO) courses (part-time courses for secondary school teachers of general subjects)

The development of courses for teachers with grade three, two and one qualifications (MO courses) has concentrated on two related aspects : educational and institutional. Educational reorganisation consisted in a strengthening of the education component and the integration of the education and specialist subject components in the grade three and grade two courses. Five subjects offer both an option aimed at a specific occupational sector and a general option aimed at other occupational sectors. The institutional reorganisation consisted in the setting up of a single system of part-time courses for grade three, two and one teachers provided by MO colleges. This was achieved by phasing out MO courses attached to primary teacher training courses or universities. The spread of MO colleges is now effective and more concentrated.

Both of these lines of development have been reflected in legislation, namely in the transition from the Transitional Secondary Education Act to the Secondary Education Act (1980) and the MO Courses Act (1981), and in nomenclature, ie. the changing of the term MO courses to part-time courses for teachers of general subjects.

Important developments in the next few years will include increased cooperation between full-time and part-time teacher training (NLO and MO) colleges, the absorption of grade three into grade two courses, reorganisation of grade one courses, embodiment in the Higher Vocational Education Act and the further development of general courses aimed at occupational sectors.

Documentation : Eindrapport van de Coördinatiecommissie
MO-opleidingen (COCOMO), October 1982.

2.4. Teacher training for teachers of technical vocational education

Part-time teacher training in technical subjects was reorganised between 1979 and 1981. It was transformed from a course in two areas into a course encompassing a single broad subject area, combining both theoretical and practical training, eg. all types of engineering subjects as taught in schools. The practical experience required was derived from the students' work situation. The fact that this course proved to be too general and too lengthy - complaints had been made about competence and declining student numbers - led to further specialisation and a reduction in the length of the course to four years. The courses are now more closely geared to students' previous practical experience. A one-year follow-up part-time course is currently in preparation for teachers of technical subjects in theoretical apprenticeship training and short secondary vocational education courses, which will impose high standards in respect of subject specialisation and practical experience. In 1979 an experimental full-time training course was set up for teachers of technical subjects during which the students gain practical experience by means of placement periods in industry. An assessment of the course must determine whether this is a satisfactory form of training : first impressions are favourable.

There is a shortage of qualified teachers of technical subjects and their ability is sometimes called into question. Within the next few years the reorganisation of these courses should have eliminated this problem.

Up to now women have been decidely under-represented.

Documentation : 1979 Beleidsvoornemen opleiding leraren technische vakken.
1983 Beleidsvoornemen verbetering deeltijdopleidingen technische vakken.
1984 Concept-beleidsnotitie opleiding leraren technische vakken voor het beroepsbegeleidend onderwijs.

2.5. Colleges of physical education (ALOs)

In early 1984 the Ministry of Education and Science set up an independent advisory committee whose terms of reference were to draw up proposals for updating training courses for teachers of physical education (pupils aged 12 and over). The committee is expected to publish its recommendations at the end of 1985. A further issue is the high level of unemployment among ALO graduates. In 1984 this led to an agreement between the colleges and the Ministry on a voluntary reduction of 30% in the intake.

III. ORGANISATION OF IN-SERVICE TEACHER TRAINING IN THE NETHERLANDS

3.1. Starting points

a. There are many activities undertaken by teachers at different levels of the educational system which can be labelled as in-service training activities. The central government cannot finance them all and as a consequence will pay the costs of those activities which meet with sufficient political support. In this report we concentrate on in-service training of teachers paid for by the Dutch government.

b. Government-funded in-service training is carried out by teacher trainers attached to teacher training institutes. In the Netherlands these are organised on the following main lines :

- the PABOs for primary teachers ;
- the NLOs for teachers in lower and upper secondary education ;
- the ULOs for teachers in upper secondary and senior vocational education.

c. Government funding enables teacher training institutes to organise and to carry out in-service activities.
If a teacher training institute (eg. a PABO, an NLO or a ULO) can organise 800 lesson-hours of in-service training in a given course-year, then the government will provide for a full-time position for a trainer for one year.

d. In-service training activities funded by the government are accessible to teachers free of charge. As a rule these teachers cannot take part during their school teaching hours.

3.2. Main organisers

a. There are two ways in which in-service training themes are programmed :

(i) The Ministry of Education states its policy for a four-year period, mostly on the basis of recommendations from advisory committees for the different levels of the educational system. After consultation with educational organisations (and if necessary, the parliament) the in-service training themes will be established for the four-year period. Teacher training institutes are invited to develop in-service training activites that fit in with the fixed themes.

The themes for 1983-1987 are as shown in this survey :

Themes	educational level		
	primary	secondary	senior vocational
Emancipation	+	+	-
Minorities in education	+	+	-
Subject-area	+	+	-
Educational skills and management	-	+	+
Preparation for the new basic school	+	-	-
Special education for handicapped children	+	-	-
New information technologies	+	+	+

(ii) A school (or some schools) presents (present) its wishes, which differ from the above-mentioned themes, to a teacher training institute. When they reach an agreement they draw up a so-called "contract" stating the purpose, the participants, the content, the organisation. The Ministry of Education provides the funds to enable them to carry out the activity.

b. Each year the Ministry of Education tries to balance the two ways of programming. For instance in the year 1984-85 the results were as follows :

Educational level	Method (i)	Method (ii)	Total
Primary	80%	20%	100%
Secondary	50%	50%	100%
Senior vocational	50%	50%	100%

c. The teacher training institutes are the main organisers of in-service training. In fact, the training activities can take place inside the teacher training institute or inside the schools. There are no special training centres, nor specific in-service training institutions or organisations.

3.3. Main teaching models

There are various models. Length of courses varies from 20 to 170 hours a year. They can be locally or centrally initiated. There may be school-based or individual training. This variety is a consequence of the principle that "form follows function" : you can find workshops, seminars, formal and informal study of teaching, courses, conferences, etc.

In the Netherlands there is no compulsory in-service training. Award-bearing courses are not considered to come within the field of in-service training. The same principle goes for retraining for new assignment or training for a new or higher degree.

NORWAY

1. THE PLACE OF TEACHER TRAINING IN THE EDUCATIONAL SYSTEM

The Norwegian educational system can be roughly divided into four levels : kindergarten, primary and lower secondary, upper secondary, and higher education.

Norwegian teacher training comes under the heading of higher education. Teacher training is based on three years of upper secondary education or its equivalent. Teachers are mainly trained in the universities and colleges of education.

Higher education in Norway is essentially financed through the national budget, and its organisation is at national regional and local levels.

The Teacher Training Council has been established for the consideration of academic and pedagogical questions, consulted by the Ministry. The individual institution has the major responsibility for its academic activities.

In Norway all teacher training for primary, lower secondary and upper secondary education is regulated by a single piece of legislation, namely the Teacher Training Act of 8 June 1973, No. 49 with subsequent amendments. This Act covers both administrative and academic standards for teachers in the schools.

2. INITIAL TEACHER TRAINING

2.1. Types of teachers

According to the Act teachers may be divided into the following categories :

- Pre-school teachers ;
- Teachers of general subjects ;
- Specialist subject teachers ; and
- Teachers of vocational subjects.

Pre-school teachers are trained for educational work with children under compulsory school age.

Teachers of general subjects are trained to teach in primary and lower secondary schools. They will as a rule teach most subjects in classes 1-6, and at lower secondary level (classes 7-9) they will teach those subjects which were given particular weight during their training. The training of teachers of general subjects is particularly designed to enable them to function as class teachers. Specialist subject teachers are trained to be teachers of one or more subjects or subject areas. They work in both compulsory education and the upper secondary school.

Teachers of vocational subjects are trained to teach subjects which are directly relevant to certain occupations. The term "vocational teacher" includes all those who teach pupils aiming at professional competence in practical, technical and other theoretical vocational subjects. Vocational teachers mainly work with pupils specialising in vocational subjects in the upper secondary school, but they can also find jobs in the lower secondary school teaching optional subjects, for example.

The Teacher Training Act lays down three levels of educational qualification for all categories of teachers : laerer, adjunkt and lektor.

Teacher training leading to the title laerer takes three years, and is mainly provided by the colleges of education. Some specialist subject teachers and vocational teachers are trained at the universities or other colleges.

Training leading to the title adjunkt takes at least four years. There are several paths of study leading to adjunkt level :

a. a lower degree awarded by a university or college with at least two teaching subjects included and with recognised teacher training ;

b. training leading to the title laerer plus one year of recognised further study at a university or college ;

c. other equivalent educational qualifications obtained in Norway or abroad.

Courses of study leading to the title lektor take at least six years. There are also several educational paths leading to this level :

a. a higher degree awarded by a university or college with at least two teaching subjects included and with recognised teacher training ;

b. training leading to the title adjunkt plus a full pass in a main subject or recognised further study at main subject level. A course of study for a main subject must be of at least two years' duration and be based upon a unit in the adjunkt training ;

c. training leading to the title laerer plus recognised further study at main subject level which must be equivalent to at least three years of study.

The different educational levels are not related to types of school. For example, a lektor will be a lektor whether the teacher concerned works in the primary and lower secondary school, or in the upper secondary school.

2.2. The training of pre-school teachers

The Teacher Training Act of 1973 came into effect on 1 August 1975 and provided for the training of pre-school teachers to take three years and to be based on the same admission requirements as other teacher training. A national plan for courses of training for pre-school teachers has been worked out, and it contains guidelines for aims, content, organisation and evaluation of such training. In addition general plans have been laid down for the different subjects and subject areas. Each individual college works out local course plans for each subject and decides on how the teaching is to be organised within the framework laid down by the general plan.

The content of this training can be grouped in terms of three main components :

1. Educational theory and practice
2. Academic/pedagogical studies
3. Study in depth of a subject, subject area or area of work

2.3. The training of teachers of general subjects (the training of class teachers)

19 colleges of education provide training for teachers of general subjects. The courses comprise :

a. Educational theory and practice.

b. Introduction to the teaching methodology of most of the obligatory subjects and units included in primary and lower secondary education.

c. Courses of study in subjects, subject areas or areas of work normally including divinity, Norwegian and a practical aesthetic subject. Students must take courses in at least four of the subjects which are compulsory in the primary and lower secondary school.

d. Study of a subject/subject area/area of work of at least a half-year's duration (specialisation).

Component a. must have approximately one year's duration, b. and c. may vary from one to a half-year's duration, while d. may vary from a half-year's to one year's duration.

Up to half the time allocated to the study of educational theory and practice is to be spent on different forms of teaching practice.

It is also the intention that experimental and development work is to be an integral part of the training course.

Successful organisation of the study unit called educational theory and practice presupposes close cooperation between teaching practice supervisors, lecturers in education and lecturers in other subjects.

2.4. The training of teachers of general subjects (with the title of adjunkt or lektor) at universities, etc.

Normally, teachers of general subjects possessing the title of adjunkt or lektor work in the lower secondary sector of compulsory education, or they work in upper secondary education. The usual procedure is for students to complete their academic education first, after which they take practical-pedagogical training.

Academic education is provided partly by the universities and colleges of higher education, and partly by the colleges in the regional system. The length of courses varies somewhat according to subject combinations. At the universities the standard period of study for science subjects is 3-1/2 years up to Cand.Mag. (lower degree) level. For arts and social science subjects the standard period of study is four years.

For those who want the title lektor, the standard period of study is six years. The education course for adjunkts and lektors in general subjects lasts 1/2 year.

This training comprises 5-6 weeks of theory and 9-10 weeks of teaching practice. The theoretical part of the course deals with matters related to the history of the school system, the history of educational ideas, comparative education, methodology, educational psychology and developmental psychology. In addition, training is provided in the teaching methods of two school subjects.

Teaching practice is normally divided into two periods, a period of observation extending over 2-3 weeks early in the course, and a period as a guest teacher for 6-8 weeks in the latter half of the course.

A government motion of March 1985 proposed that practical-pedagogical training for this group of candidates along with teachers of vocational subjects should be strengthened. The length of pedagogical study should for this reason be extended to one year. Experiments with such extended studies are already underway.

2.5. The training of specialist subject teachers

The Teacher Training Act laid down that this type of training should also take three years and that it should contain a pedagogical and an academic component. The academic component could be the study of one or two subjects, subject areas or areas of work.

The pedagogical component has an extent of roughly one year, while the academic component is to take two years. Most of this time is spent on the study of one subject, subject area, etc. of at least 1-1/2 year in extent. The rest of the time can be spent on work in a related subject or subject area, or another subject, subject area or area of work which qualifies students for school teaching.

Specialist subject teachers will be in a position to work with all categories of pupils, including children and young people with particular difficulties and disabilities.

2.6. The study of a main subject at the colleges of education

The Teacher Training Act of 1973 made it possible for the colleges of education to provide courses of further study for teachers in addition to the courses of training provided for different categories of teachers. At the vast majority of the colleges of education there are varying numbers of half-year and one-year units of further study.

At a small number of colleges postgraduate (main subject) studies have been established.

Most of the postgraduate provision by the colleges of education has come within subject areas which it was not previously possible to study at main-subject level, eg. the practical aesthetic subjects, special education, and research and development in vocational education.

Special education is studied as a main subject after the initial teacher training is finished. There are courses at several teacher training colleges. One of the colleges has a special responsibility for some of the specific subjects and for postgraduate studies and research in this field.

2.7. Transition arrangements from one type of teacher training to another

Regulations concerning transition arrangements from one type of teacher training to another, have been approved by the Ministry of Cultural and Scientific Affairs.

In order to have their general training recognised, students must satisfy the requirements in force concerning the combination and structure of subjects of which their total training is composed.

Similar requirements apply to pre-school training.

3. IN-SERVICE TEACHER TRAINING (INSET)

3.1. Forms of INSET. Responsibility

According to the Norwegian Acts on education, in-service teacher training (INSET) is the responsibility of the educational authorities at the various levels, the state, the county and the municipality. The teachers have a personal duty to keep abreast with new developments.

INSET is related to general development and innovation in the school system, individual development, professional up-dating and the renewal of the teachers.

A variety of "school-based" as well as "individually based" offers would therefore be required.

Norway has a scattered population and a large number of small schools in remote areas.

Many teachers are quite isolated from colleagues and have little opportunity for professional exchange and development in the district where they are employed. The national authorities are therefore concerned that a wide scope of national or regional courses are offered every year in order to enable teachers from various areas to meet.

3.2. Organisation

Short courses are organised at local, regional and national levels. The organisers may be local or regional education authorities, teachers' associations, voluntary subject associations, higher education institutions, or various national bodies. To ensure some coordination between the main groups of organisers at national and regional level, a Central Advisory Committee for In-service Teacher Training was set up in 1979. The Committee represents a forum for exchange of views and for discussion concerning the general INSET policy, eg. priorities, funding, etc.

From 1986 this Committee will be attached only to the Ministry of Cultural and Scientific Affairs with special reference to INSET activities at universities and colleges. A new Committee has recently been attached to the Ministry of Church and Education to provide guidance to the Ministry in matters concerning school-based development and innovation.

In general, INSET is not very centralised. Indications of this are the facts that staffs organising INSET at central level are small, and that there are different organisers following differing patterns of organisation.

3.3. Special problems related to INSET

Although the education authorities have general responsibilities concerning INSET, the training is voluntary and there is no regulation specifying the teachers' rights to such training at regular intervals and to release from school.

The only type of activity which is compulsory and has become inherent in the schools system is the organisation of the so-called "study and planning days". This provision was introduced in compulsory school in 1973 and consists of a 40-hour programme (corresponding to a week) spread in smaller units over the school year. It seems to be most important, and often the only in-service training at local level. The local education authorities are responsible for the programmes.

Attendance at local level at in-service courses to a large degree depends on the resources and attitudes of the local authorities, and the opportunities to participate in in-service training may be more restricted for teachers in some places than in others.

4. PROBLEMS

Because of the geographical extension and scattered population there are a large number of comparatively small schools in Norway. On the edges of the country and especially in northern Norway, there have been great difficulties in securing qualified teachers.

Due to a decreasing birth-rate (from more than 60,000 births each year to about 50,000), the number of students in initial teacher training for the primary and lower secondary school has declined.

The school employment prospects for new teachers are uncertain. As a result recruitment to initial teacher training has fallen. This may cause problems as regards the standard qualifications for future teacher candidates.

Among the efforts being made to improve recruitment, stress is laid on the fact that teacher education provides a general higher education which many use as qualification for work in several fields for which there is no fixed education requirement. Teacher education can also be used as a basis for further education, without having work as a teacher in mind.

The predominance of female teachers in kindergarten and the primary school is also regarded as a problem. More than 90% of those accepted into training for pre-school teaching are women. As regards the training of class teachers more than 70% of the students are women.

In the years to come it will be especially important to strengthen the teaching qualifications of the teachers working in the schools, the majority of whom have still 20 years of work before them.

In-service training will be of great importance, but also half-year and one-year studies of main subjects will be necessary.

PORTUGAL

I. INITIAL TEACHER TRAINING

1. Pre-primary education

The training of child educators, basic education teachers and special education teachers is soon to come under the responsibility of the higher school of education, all but one of which are at present being introduced. (1)

Teaching in nursery schools is provided by child educators. Nursery school teachers at present acquire their initial training in teacher training colleges for child educators, which received official status in 1979. Courses last three years, including practical training.(2). Candidates must have completed the 11th year of schooling successfully and passed their entrance examination. (3)

The curriculum for child educators is divided into three basic subject areas :

- information ;
- expression and application ; and
- observation and teaching practice.

The only higher school of education already operating in 1984-85 (in Viseu) offers a training centre for both pre-school and primary education. Courses take three years. Candidates must have completed their secondary schooling successfully (12th year of schooling).

2. Primary education (from 1st to 4th year of schooling)

Primary school teachers hold the diploma issued by primary teacher training schools. Candidates must have completed their 11th year of schooling successfully and passed the entrance examination. (4).

For footnotes see page

Primary teaching training schools offer three-year courses. The first two years are devoted mainly to theoretical training in education sciences, expression and communication, and experience. The third year is devoted to teaching practice, which includes a course supervised by a "methodology coordinator", who must be a graduate of the primary teacher training school. This practical training takes up two-thirds of the weekly curriculum. Completion of the course also entitles candidates to teach in preparatory education by television.

3. Preparatory education (5th and 6th years of schooling) and secondary education

At this level, teachers must hold either a university diploma ("bacharelato" or "licenciatura")or :

- a special subject diploma (eg. manual work, music) ;
- an intermediate level diploma to teach "vocational" subjects (secondary education).

Apart from the practical teaching courses offered by the educational branch of the Faculties of Science and "licenciatura" in education of the universities of Aveiro, Evora and Minho, universities offer trainees only special subjects. Pedagogic and didactic training is provided through a system of in-service training leading to full qualification.(5).

Educational branch of the science faculties

The first three years are devoted to a common core of subjects aimed exclusively at providing scientific training in mathematics, physics, chemistry, biology and geology.

For students opting for the educational branch, the 4th year offers psycho-pedagogic training, covering psychology, didactics and methodology. The 5th year is devoted to teaching practice. Students give classes under supervision in preparatory or secondary schools and have to submit a personal report at the end of their studies. (6).

"Licenciatura" in education

This university qualification is obtained after five years of training, which includes scientific subjects and education sciences, as well as teaching practice. Seminars are organised, sometimes on an interdisciplinary basis, to develop an overall understanding of teaching. (7).

The "licenciatura" in education certifies that the holder is qualified to teach the subject or group of subjects which he taught in the final-year practical course, at the same level.

From 1985-86 onwards, the "educational training branch" option (instituted in 1983) of the higher physical education institutes, preparing students directly for professional activity, is expected to become operational.

4. Special education

Special education teachers (child educators and basic and secondary education teachers) at present receive their initial training, on an interim basis, at the Antonio da Costa Ferreira Institute. In the future these courses will become part of higher polytechnic education and will lead to the diploma of "bacharel". Under the present system, only qualified child educators and professional basic and secondary education teachers are eligible for admission

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For footnotes see page 123.

to the above institute, after not less than two years of regular teaching practice. The three-year course covers successively general and specialised scientific teacher training and practical training under normal working conditions. (8).

II. IN-SERVICE TEACHER TRAINING

The central services of the Ministry of Education frequently offer training and re-training schemes for child educators and teachers at different teaching levels, often with the support of international organisations or as part of bilateral cooperation programmes in the framework of cultural agreements.

These schemes, which are organised either at national or at regional level, operate both during term time and in the holidays. They are financed by the central services either on their own or in conjunction with the educational establishments where they take place.

For primary education, a variety of training schemes are offered, including remote training programmes using written material and radio and television broadcasts, the institution of teacher support centres in municipalities in conjunction with local authorities, etc.

In-service training is now organised entirely under the responsibility of the General Directorate of Basic Education through either :

a. primary teacher training schools, at regional level, under a scheme designed for teachers from local school areas applying for in-service training ; or

b. regional services responsible for setting up the teaching support centres, of which there are at present 53 ; all teachers in the municipality where the centres are situated are admitted to the training courses.

Primary teacher training schools aim to keep teachers abreast of developments in early education curricula in the light of requirements arising from normal class work. Training programmes are drawn up with the assistance of regional services.

In secondary education, in addition to the normal training programmes, supplementary training programmes have been introduced for teachers in the 7th group (Economics) in view of their widely varying academic background.

In the field of special education, continuous training is offered through intensive courses organised by the central services of the Ministry of Education. These courses prepare teachers for work in "integrated education teams", which provide mobile support for handicapped children attending normal schooling.

III. REFORMS - Major reforms in the organisation or content of teacher training since 1975

1. Pre-primary education

- Publication of the Statute of teacher training schools for child educators, whose main aims are :
  - . initial training of child educators;
  - . pedagogic research in the field of pre-primary education (cf. I).

For the footnote see page 123.

2. Primary education

- Changed conditions of entry to primary teacher training schools. Since 1977-78, entry is subject to successful completion of the upper secondary education course (11th year of schooling).
- New curriculum of primary teacher training schools (cf. I).

3. Preparatory and secondary education

3.1. Introduction of a "licenciatura in education" (cf. I).

The "bacharelatos" in education had existed since 1978, and were only later converted into "licenciaturas".

3.2. Introduction of the system of in-service qualification (from 1980-81 to 1984-85)

This system, which was first introduced in the school year 1980-81, replaced practical training in preparatory and secondary education which used to be the only type of training available to most preparatory and secondary level teachers. The new system was intended to overcome qualitative and quantitative shortcomings in the old system. Its objectives were :

- to improve the stability of teaching staff : schools became real training centres and offered teachers two-year renewable contracts until they were fully qualified ;
- to increase annual training quotas, so as to qualify teachers holding appropriate basic academic qualifications more rapidly ;
- to lay the foundations for a real continuous training system based on schools.

The old in-service qualification scheme was spread over a period of two school years and was based on individual work programmes implying full or further study in three component subjects :

- scientific information;
- information or training for education sciences;
- directed observation and teaching practice.

This scheme was reconsidered in the light of the following observed facts :

. a steady drop in the number of teachers undergoing training;
. growing difficulties in recruitment of (regionally and locally based) coordination and support staff (directors and delegates);
. reduced instrumental and documentary support capacity;
. an insufficient rate of qualification, too slow to cope with the underlying problem;
. high financial costs.

3.3. Introduction of a new qualifying system for teachers

The new system emerged from a complete reform of the old qualifying scheme. It pursues three essentially different objectives :

a. main responsibility for training attributed to education-oriented higher education institutions ;

b. stabilisation of trainee teachers through provisional appointments to permanent posts for a minimum period of three years ;

c. significant cuts in the financial costs of the qualification system.

In the first two years of their provisional appointment, teachers are assisted by theoretical and practical psycho-pedagogic training units, which may take the form of seminars during school holidays. In the last two years, trainees have to undergo final tests assessed by a specially appointed panel of examiners.

4. Completion of training

4.1. Pre-primary education

Promotion courses for "teaching assistants" and child educators. These courses were introduced in 1980 for the purpose of :

. giving "teaching assistants" more rapid access to the child educator category ;

. offering trainees an opportunity for self-improvement and socio-professional advancement.

The duration of promotion courses (4 to 6 terms) depends on the candidates' basic qualifications. They are attended during service and outside working hours, which may be adapted in the light of trainees' attendance requirements. The final certificate issued on completion of the course is equivalent for all legal purposes to that issued to child educators.

4.2. Primary education

Further training for teachers in private and cooperative primary education. The objectives of courses are :

. to improve the quality of teaching;
. to offer teachers in private and cooperative education the extra training required to become fully qualified;
. to offer trainees an opportunity for self-improvement and socio-professional advancement.

The duration of courses (4 to 6 terms) depends on the standard of candidate teachers from private and cooperative education.

The courses consist of a theoretical part, using both direct instruction and audiovisual methods (remote instruction), given outside working hours or during a non-teaching appointment, and a practical part which includes "teaching practice" at their place of work. Timetables are adapted accordingly by private and cooperative teaching establishments.

The successful completion of these courses is equivalent for all legal purposes to the completion of primary teacher training school courses.

4.3. Preparatory and secondary education

Further training courses for manual work teachers in preparatory and secondary education, who hold appropriate basic qualifications but have not attended a higher level course.

These courses are organised according to the arrangements prescribed for the different sub-sections of the 12th year and the manual work section. They comprise psycho-pedagogic training (the same for all training courses) and general scientific training (which varies). They are organised under the responsibility of the Ministry of Education with the assistance of universities and other higher education establishments. Administratively, they give rise each year to :

- the production and despatch of printed material;
- the production of recapitulatory lessons in the form of radio and television broadcasts;
- possibly the organisation of other forms of training, at the discretion of course directors.

IV. EXPERIMENTAL PROJECTS

Within the framework of continuous training for primary school teachers, a project known as "artistic action groups" has been initiated for the purpose of making teachers aware of the importance for the full development of children of self-expression activities within the school curriculum.

Project trainees are assisted in the classroom by members of a team specialising in education through art (eg. educative drama or the fine arts). The activities directed by the team are primarily intended for pupils but require the active participation of the teacher, who is given assistance at all stages from programming to the class work itself. The activity of the teams covers the fields of plastic expression, movement, music and drama, in combination with other curriculum subjects.

In secondary education, there are plans for the introduction in 1986 of a continuous training programme affecting professional advancement.

V. PROBLEMS

Although primary and secondary school teachers are now much better qualified than in 1974-75, a survey by districts has shown that some districts have lower standards than others as far as the academic and professional qualifications of teachers are concerned. The sections suffering from a greater shortage of teachers with basic academic qualifications are as follows :

- in primary education : Portuguese and French, visual education, musical education ;
- in secondary education : mathematics (even though most of these teachers hold a "licenciatura" or a "bacharelato" in science, technology, economics and management or agriculture and stock-breeding); Portuguese/Latin/Greek; French/Portuguese; geography; visual arts and chemistry/physics (x).

(x) Data for the school year 1982-83.

For official primary school teachers, the problem is not one of insufficient academic and professional qualifications, but only of less stability in some regions of the country.

As far as imbalances between male and female teachers are concerned, the number of women in primary schooling far exceeds the number of men. There are very few men working as child educators.

At the same time, there is no discrimination based on sex, either in Portuguese law or in practice.

Footnotes :

(1) Instructors in the Higher Schools of Education must be professional teachers of proven subject and classroom ability.

(2) Practical training is supervised by a teacher who has completed the course at a teacher training college for child educators and holds a diploma from a teacher training college for child educators.

(3)
(4) Instructors at teacher training colleges for child educators and teacher training colleges for primary teachers must be university graduates or have completed courses on the teaching of certain subjects.

(5) The university teacher's career is graded as follows : probationary assistant, assistant, auxiliary professor, associate professor and, finally, full professor (holding a chair).

(6) At university, students are supervised by university teachers (full professors). Teaching practice in schools is supervised by professional primary or secondary teachers.

(7) Teaching practice is supervised by professional teachers holding a university diploma ("licentiatura")

(8) The instructors at the A. da Costa Ferreira Institute hold university diplomas ("licentiatura").

VI. STATISTICS

"Licenciatura" in education - Numerus clausus (1984)

"Licenciatura" in education	Univ. Açores	Univ. Aveiro	Univ. Evora	Univ. Minho (Braga)	IUTAD (V. Real)	TOTAL
Biology and Geology	30	10	20	25	30	115
Physics and Chemistry	-	20	30	25	-	75
Mathematics and Drawing	35	15	30	-	-	80
Mathematics	-	-	-	25	-	25
History and Social Sciences	35	-	30	25	-	90
History and Philosophy	35	-	-	-	-	35
Portuguese, Latin and Greek	-	20	-	-	-	20
Portuguese and French	35	60	30	25	-	150
Portuguese and English	35	30	-	25	-	90
Portuguese and German	-	50	-	-	-	50
Total	205	205	140	150	30	730
Total number of university admissions	390	385	380	390	220	1 765
"Licenciaturas" in education as a proportion of total admissions	53%	53%	37%	38%	14%	41%

Admissions to primary teacher training schools

Year / Course Year	Year 1	Year 2	Year 3	TOTAL
1975/76	3 214	3 997	-	7 211
1976/77	2 282	3 215	-	5 497
1977/78	1 198	2 208	3 026	6 432
1978/79	702	1 013	2 095	3 810
1979/80	613	516	915	2 044
1980/81	840	771	695	2 306
1981/82	797	713	609	2 119
1982/83	925	797	713	2 435
1983/84	1 386	908	756	3 050
1984/85	1 244	1 356	880	3 480
TOTAL	13 201	15 494	9 691	38 486

In-service training
Number of trainee teachers
Public and private education

Preparatory education

SUBJECTS	83/84	84/85
Portuguese	640	649
French	148	118
English	322	260
History	329	271
Mathematics	561	458
Natural Sciences	561	458
Visual education	266	257
Manual work	405	361
Physical education	157	162
Musical education	69	93

Secondary education

NUMBER OF TEACHERS UNDER TRAINING HAVING COMPLETED IN-SERVICE TRAINING

	1980/1982	1981/1983	1982/1984	TOTAL
1. Mathematics	56	33	25	114
2.A. Mechanics	17	16	-	33
2.B. Electro-technology	31	14	-	45
3. Civic engineering	4	6	9	19
4.A. Physics and chemistry	15	57	1	73
4.B. Chemistry	5	13	-	18
5. Draughtsmanship	62	55	34	151
6. Accountancy and business administration	22	24	1	47
7. Economics	38	44	18	100
8.A. Portuguese/Latin/Greek	246	70	75	391
8.B. Portuguese/French	319	117	216	652
9. English/German	17	58	18	93
10.A. History	286	118	28	432
10.B. Philosophy	67	33	-	100
11.A. Geography	36	117	33	136
11.B. Biology/Geography	17	31	1	49
12.A. Machine technology	32	17	-	49
12.B. Electro-technology	81	43	-	124
12.C. Secretarial skills	78	57	-	135
12.D. Weaving	109	8	90	207
12.E. Woodworking	50	14	11	75
E.F. Physical education	69	113	18	200
A. Plant husbandry	4	15	-	19
B. Animal husbandry	3	1	-	4
TOTAL	1 664	1 074	578	3 316

COURSES IN THE VARIOUS SECTORS OF TEACHER AND INTEGRATED TRAINING

Number of course participants in 1983-1984 : 409.

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SPAIN

For the past year the Spanish Ministry of Education and Science has been carrying out a thorough reform of the system for initial and in-service training of teachers in Spain.

Starting from the assumption that training of teachers is the most potent factor in the revitalisation of the education system, as well as reflecting an up-to-date educational model with a potential for spreading and democratising culture, this reform is intended, firstly, to provide teachers with initial training of high quality both in subject-matter and in teaching methods ; and secondly, to create new institutions responsive to teachers' aspirations regarding their further training, and to ensure that these institutions are democratically administered.

In view of the fact that training of teachers in Spain clearly leaves much to be desired, the Ministry of Education and Science has initiated a series of measures at different legislative levels.

Regarding initial training, these can be set out under the following headings :

1. Professionalisation of studies leading to a teaching qualification

As part of a policy to encourage genuine integration of the teacher-training system into the university curriculum, the recent Organic Act 11/1983 (25 August) on University Reform defined for the first time five subject-areas calling for specialised teaching methods (musical, plastic and corporal expression, language and literature, mathematics, experimental sciences, and social sciences) together with three other exclusively educational disciplines and areas of knowledge which, in general terms, were already part of the curriculum, although the subjects have now been renamed (teaching methods and organisation of schools, theory and history of education, and investigatory and diagnostic methods of education. To these must be added the two areas of educational psychology and sociology of education, also relevant to teacher-training).

The new subject-areas will not only make it possible to restructure an inadequate curriculum and teacher-training methods but also encourage development of specific research programmes into basic educational questions that until now have received no academic recognition in university teaching and research circles. In particular, they will encourage gradual consolidation of a corps of teachers with a commitment to the new aims, recruited through the competitive examinations now being introduced, and financed by resources created for the purpose.

Nevertheless, the absence in Spain of any strong tradition of research into curriculum-development and methods of teaching the subjects on the curriculum, areas to which considerable attention has been paid in countries such as Great Britain and the United States, means that much research is going to have to be done abroad, enabling teachers in the institutions responsible for initial teacher-training in Spain to attend the centres and universities with the best reputations in these fields, in order to bring themselves up to date.

2, Structure of the new university departments

Starting from the conviction that teacher-training must be firmly located in a university context, since it is the universities that represent the highest cultural, academic and professional level in the education system, the University Reform Act also encourages the setting up of departments in Spanish universities, to take responsibility for university teaching and research in the aforesaid areas, working in conjunction with other departments whose subject-areas complement their own. This is an attempt to correct the lack of coordination among institutions involved in the Spanish system of initial teacher training and affecting different sectors of the teaching profession. No doubt teacher training at any level of the education system requires respect for particular circumstances, but it also requires a unifying philosophy, a similar methodology and the same broad subject-areas.

The new university departments and others complementing them will form Faculties of Education, to coordinate initial training (theoretical and practical) of future teachers in infant education, general basic education (EGB), special education and other specialisations, and in secondary education, and also training of future university teachers in the education field who, when opting to be teachers in University Colleges or established teachers in Faculties, will have to undertake and complete a doctoral thesis.

3. A new teacher selection process

Although the rapid expansion in registration numbers at Spanish universities mainly affected the University Faculties (the number of students registering rose by approximately 250% in the Faculties between 1971 and 1981, whereas in the University Colleges the figure was 150%), the University Colleges for Training of Teachers in General Basic Education (formerly *Escuelas Normales*) were an exception. The rate of registration in these increased by 180% in the period referred to (see Appendix 1).

This is an exceptional case, which runs counter to trends in other countries, and is not a response to a demand for qualified teachers dictated by the requirements of the job market. Apart from the fact that the course is a short one, and that study centres are very widely distributed geographically (there are 88 centres, 64% of which are State-run), the study programme is less demanding than that of other University Colleges.

These factors call for the introduction of measures which, combined with the measures referred to above, designed to improve the quality of training will ensure better selection of applicants for teacher training, bringing it into line with other university courses. In the case of teachers of general basic education this is particularly important if we are to be sure of establishing a proper professional training curriculum from the outset, and if we are to avoid a continual increase in the number of unemployed teachers.

The Ministry of Education and Science is thus restructuring the examinations for entry into the teaching profession, giving priority to educational and professional training, until such time as a new system is set up, to improve the standard of initial professional training, enabling it to adjust better to real educational conditions.

The Ministry of Education and Science considers that the reform of initial training of teachers must go hand-in-hand with a much greater effort in the sphere of in-service training of practising teachers. In our case, the need is all the more pressing given that, firstly, the Spanish teaching profession is made up largely of young teachers (82% of them under the age of 45) with a long career ahead of them; and, secondly, in view of the fact that, although it continues to suffer considerable shortages of staff and materials, the Spanish education system at basic education level is not about to see an increase in the number of pupils on school rolls : there will be scarcely any change in the number of pupils enrolling from 1985.

Against this background, the Ministry has begun to apply a policy for in-service training of teachers, founded on the following principles :

a. Responsiveness to the needs and aspirations of teachers

Through lack of planning or coordination, or simply through distrust, two parallel systems for providing in-service training and refresher courses for teachers have operated in Spain. Besides initiatives by the authorities, which have not always borne much relationship to teachers' professional training needs, teachers concerned to improve education have set up educational movements, seminars, working parties, etc. seldom with sufficient resources or suitable means of disseminating the results of their work. The new in-service training policy sets out to draw together these two streams, the independent, self-help approach and the governmental approach, combining the active participation of teachers with official initiatives, in an effort to improve the education system. This will in no way detract from the personal initiatives of groups of teachers who in recent years have been working to improve the quality of their teaching.

b. Innovation through co-management

Educational research and educational practice, which have witnessed much activity in the last twenty years, reveal the weaknesses of bureaucratic conceptions of the spread and adoption of educational innovations and reforms. It is not possible to carry out satisfactory reforms unless teachers themselves are committed to them : it is the "models of cooperation" and the decentralised systems, bringing educational administrators and researchers into contact with teachers, and allowing the latter a substantial role, that are likely to thrive. In this respect, participation by teachers in managing the education system is a fundamental objective of the policy of the Ministry of Education and Science and, in the particular context of in-service training, we consider that the teacher must be the agent of his own development and further training.

c. Close association of in-service training with work in the classroom

Without deprecating the contribution of theoretical knowledge, we believe that this is the best way to stimulate the teacher to analyse his own performance.

The Ministry of Education and Science wishes to go beyond the half-hearted and largely insignificant measures of the in-service training plans for teachers implemented in Spain over the last 15 years, by offering ideas of quality, of real relevance to solving the problems that teachers have to face in their classes ; ideas that will be associated with plans to bring new subjects onto the curriculum and provide new methods of teaching them.

d. Coordination of services and resources

Coordination between the various bodies responsible for in-service training of teachers is necessary, both as a reflection of the philosophy of providing in-service training relevant to the teacher's personal and professional training needs, and in pursuance of the decentralisation experiment being applied by the Spanish education authorities. This coordination will lead to better operation and exploitation of the diffuse resources already available and of any others that it may be desirable to provide.

Royal Decree 2112/1984 (14 November) establishes Centres for Teachers (Centros de Profesores), defining these as "ideal instruments for further training of teachers and promotion of their professional skills, and for the development of activities in the field of educational renewal and dissemination of educational experience". In the spirit of the foregoing, these centres serve as places for the communication and exchange of ideas on educational theory and practice provided with consultative, communication and advisory facilities, to encourage the setting up of teams or working seminars by subject-areas and/or educational levels, facilitating communication between the various disciplines and levels regarding general educational problems. It is in the Centres for Teachers that the in-service training plans considered necessary by the authorities will be put into practice, in accordance with the requirements of educational policy at a given time, or in particular geographical areas.

Management of the Centres for Teachers is entrusted to a Council made up largely of teachers at different levels of basic and secondary education. The functions of the Council include appointment of a teacher to act as Director for a renewable period of three years.

56 Centres for Teachers have already been set up, generally two per province. 22 more will be set up for the coming academic year 1985-86, whilst the Autonomous Communities of the Canaries and Valencia have already approved similar decrees, establishing Centres for Teachers in their territories, similar in nature and function to those set up by the Ministry.

The Ministry of Education and Science considers that this new system of in-service training responds both to the needs of teachers and to current education policy guidelines. Consequently, it is mainly to these new bodies that resources and aid for further training of teachers are being channelled (see Appendix 2).

APPENDIX 1

TRENDS IN ENROLMENT AT UNIVERSITY COLLEGES

Course	Enrolment 1970/71	Enrolment 1980/81	Growth Index 1970/71 = 100	% of students attracted to each course		Students completing courses in 1980/81	
				1970/71	1980/81	No.	%
Architecture and Technical Engineerings	63,55	52,046	81,89	53.7	29	4,494	16.30
Medical	-	14,149	-	-	7.9	4,656	16.88
Statistics	-	630	-	-	0.3	8	0.02
Business Management	7,145	22,764	318,7	6	12.7	1,720	6.23
Information Technology	-	1,999	-	-	1,1	10	0.03
Optics	-	955	-	-	0.5	112	0.4
Translators and Interpreters	-	503	-	-	0.3	18	0.06
Teachers in General Basic Education (EGB)	47,551	86,551	182,01	40.2	48.2	16,551	60.3
TOTAL	110,251	179,607	151,08	-	-	27,569	

APPENDIX 2

STATE BUDGET APPROPRIATIONS FOR IN-SERVICE TRAINING OF TEACHERS IN THE YEARS 1983, 1984 and 1985 (SUB-DIRECTORATE GENERAL OF IN-SERVICE TEACHER TRAINING)

Appropriation	Heading	1983	1984	1985
INVESTMENT EXPENSES (intangible, tied-up capital) 18.01.611	General in-service training programme for teachers. Central activities	107,600.000	149,600.000	---
18.01.721	ICE in-service training programme (*)	430,300.000	479,500.000	---
18.01.423A. 781	Educational renewal movements and other legally constituted associations	100,000.000	139,000.000	129,000.000
18.01.423A. 609	General in-service training programme through the Centres for Teachers and the Sub-Directorate General (57 CEPs)(**)	---	---	599,100.000
	TOTAL BY ACTIVITIES (Pesetas)	637,900.000	768,100.000	728,100.000
RUNNING EXPENSES 18.01.423A. 241	Repair and maintenance of Centres for Teachers (57 CEPs) (**)	---	---	169,020.000
18.01.423A. 242	Equipment, supplies etc. for the Centres for Teachers (57 CEPs) (**)	---	---	281,000.000
	TOTAL RUNNING EXPENSES (Pesetas)	---	---	450,043.000
	GRAND TOTAL	637,900.000	768,100.000	1.178,153.000

(*) ICE - Instituto de Ciencias de la Educacion

(**) CEP/CPE - Centros de Profesores/Centres for Teachers

IN-SERVICE TRAINING OF TEACHERS 1983, 1984 and 1985

HEADING	1983		1984		1985	
	Activities	Participants	Activities	Participants	Activities	Participants
ICE Activities (*)	3,221	111,115	2,400	81,600	400 (2)	14,000
Central activities : symposia, seminars, one-day events, courses, courses abroad for teachers of languages, etc.	1,066	22,400	(1) 249	10,890	± 383	± 16,600
Activities organised by the Centres for Teachers	---	---	---	---	± 950	± 29,000
Educational renewal movements:						
Winter activities :	150	4,500	1,200	23,800	± 2,500	± 50,000
Summer schools :	2,264	26,970	2,000	38,000	± 2,000	± 40,000
T O T A L S	6,701	164,985	(1)5,849	(1)154,290	6,233	149,600

(1) This fall is attributable to the fact that since 1984 the Autonomous Communities of the Canaries and Valencia have assumed responsibility for education at pre-university level.

(2) In 1985 only activities for university teachers were subsidised; hence the reduction.

(*) ICE - Instituto de Ciencias de la Educacion.

SWEDEN

A general plan of the Swedish school system will help to illustrate the different fields in which school staff are involved and, accordingly, the various types of teacher education. Such a plan is presented in the Appendix.

I. INITIAL TEACHER TRAINING

Pre-school teacher training may last from slightly more than one year to two and a half years, depending on the individual student's previous qualifications and job experience in the child care sector. The studies are divided into blocks termed communication, contemporary social and environmental studies, teaching theory (pedagogy and methodology) and teaching practice.

The general admission requirement for these studies is completion of a two-year course at upper secondary school including knowledge of Swedish and English corresponding to a full two-year course of studies.

Pre-school teacher education is at present under revision. The purpose is to improve the teachers' qualifications for working in nursery schools by giving a firmer foundation and increased goal-orientation.

The study programme of junior level class teachers lasts for two and a half years. The syllabus is divided into the following parts : subject studies, pedagogy and methodology and teaching practice. Subject studies comprise Swedish, English, mathematics, general subjects (biology, geography, history, civics, religious education), pictorial teaching, sports, and music. Subject studies also include two optional courses, one in a general subject and the other either in pictorial teaching or music.

Intermediate level teachers study for another six months compared with junior level teachers, so that altogether their studies last for three years. Subject studies are the same as for the junior level class teachers. Studies comprise an option of either sports or music. Subject studies also include two optional courses in two of the subjects included in the programme of studies.

Subject teachers at the senior level of elementary school and in upper secondary school take one of the three study programmes for subject teachers, viz. history and social sciences education, scientific subjects education and language education. Each of these programmes includes a number of subject combinations, each comprising two or three subjects. Studies last for four years and are divided into subjects studies and theory and practice of teaching (one year).

The structure and content of the teacher training do not, however, fully correspond to the needs of today's primary school. Teacher training and its three different categories date back to when the school was organised in another way.

In 1985 the Swedish Riksdag passed a Bill on a new teacher training scheme for the compulsory nine-year comprehensive school. A general study programme will be drawn up with two different specialisations, one for teaching in grades 1-7, the other for grades 4-9. Teacher training for grades 1-7 lasts for three and a half years and includes in-depth courses in mathematics and science subjects or Swedish and social science subjects. Teacher training for grades 4-9 lasts for four and a half years and contains studies in social science subjects, science subjects or Swedish and foreign languages. It will also be possible to study practical and artistic subjects in addition to mathematics, Swedish or a foreign language.

Today's demands on the compulsory school and its curriculum have been the point of departure for the reform of teacher training. The subject training for teachers at the lower grades has been reinforced and teachers at the upper grades are to be given a broader subject training which comprises three to five subjects including didactics. All teachers are to be given a better understanding of the pupil's development and learning as well as a better knowledge of how to deal with children with special needs. Teaching of the basic skills such as reading, writing and arithmetic is also to be improved.

The new study programme for teacher training will be implemented in the autumn of 1988. The National Board of Universities and Colleges is now to work out a syllabus for the new teacher training.

Training of teachers for sports and practical and artistic subjects

The training of class teachers and subject teachers forms the larger part of primary school and upper secondary school teacher education. The main components of this education - subject studies, pedagogy, methodology and teaching practice - are also included in the training received by other categories of school teacher. In some cases, eg. craft teachers and teachers of vocational subjects, vocational training replaces subject studies. This part of the training lies outside teacher education as such, which is therefore considerably shorter.

The organisation of teacher training

According to the Swedish Higher Education Act of 1977 all post-secondary education in the country forms a unitary system. The reform created a unified higher education system, a comprehensive model, combining institutions which had previously been administered separately. The basic principle - with some exceptions - is that all higher education in one place constitutes one institution. New admission rules apply to the entire system, and the administration of higher education is governed by uniform principles.

Teacher training is given at 18 places in Sweden. The numbers of candidates to be admitted to the various programmes at each university and college are fixed annually by the Riksdag.

The annual Finance Bill passed by the Riksdag concerning the volume of higher education is based on proposals put forward by the National Board of Universities and Colleges and the Government. These proposals in turn are based on comprehensive estimates and forecasts of needs which are compiled and revised on a continuous basis.

II. IN-SERVICE TEACHER TRAINING (INSET)

The local authorities are given government grants in order to finance in-service training and other progressive measures. It is thus the local education committee that is responsible for in-service training and for certain benefits for teachers such as study leave.

The State for its part influences in-service training partly by guaranteeing a certain number of courses and other in-service training opportunities for teachers and head-teachers and partly by influencing how parts of the grant for local school development are used. The State also specifies what benefits should be given to teachers attending particularly important types of in-service training. The involvement of the State should be seen as evidence of the importance attached to in-service training in achieving the aims of the curriculum and for educational development as a whole.

Most INSET courses funded by the State are given by the universities and colleges. They are relatively short, lasting an average of five weeks and often at a reduced pace.

Much of the responsibility for INSET has been transferred from central to regional and local authorities. The local education authorities decide on the INSET measures to be taken in their own municipalities. They draw on the INSET courses offered by the higher education units, but they can also use their own initiative in requesting particular INSET measures. Some of the courses are decentralised to participants' home areas, so as to reduce travel expenses, for example, and provide added incentive to participate. INSET is not obligatory for teachers but, to some extent, it is possible to participate during office hours without pay deduction or with some pay deduction.

Every teacher is obliged to take part in five study-days each year. The content of these days is decided either by the local education committee or by the headmaster.

III. RESEARCH

For the last ten years no exhaustive research projects have been carried out. The resources allocated have instead been used for several minor research and development projects covering most teacher training institutions. Several papers on teacher training have been presented. During recent years efforts have been made to link teacher training with research and science which is of vital importance to any future progress in teacher training.

IV. PROBLEMS

The main problem, namely teacher training which is not adapted to the needs of the school, will be solved by the new Bill. But then other problems will arise; for a long time to come, school teachers will still have received the old training. Special efforts, however, have to be made to give previously trained teachers in schools the same qualifications.

The balance between subject studies and studies in pedagogics, methodology and didactics is still being discussed. This balance is naturally linked to how the role of the teacher is regarded and defined and what is done by educational means to reinforce this role.

As a result of demographic changes in the school population (falling numbers as a result of the decreasing birth-rate) there will probably be a surplus of teachers in the years to come. During the last few years the number of admitted students has been unusually high in order to cope with the shortage of the last decade and to meet the demands of those leaving upper secondary education.

V. STATISTICS

Teacher initial trainee enrolment

Number of admissions capacity 1983/84

	Number	Of which women
Nursery and infant education	3492	2725
Recreation and leisure education	1078	723
Special education	1473	1237
Theory and practice of teaching	1010	566
Primary education (intermediate level)	792	530
Primary education (junior level)	504	490
Remaining education	2688	1675
	11037	7946

In-service training

Subject/level	Number of course-participant-weeks School session 1984/85
Special education	3738
School-working life	206
Pre-school/school	1377
Practical and artistic subjects	3217
Computer science and equipment	10178
General science	1619
Social subjects	215
Religious studies	950
Swedish	3567
Mathematics	1416
Modern languages	1396
Swedish as a foreign language	1052
Specialisation in subjects which are part of the examination	1377

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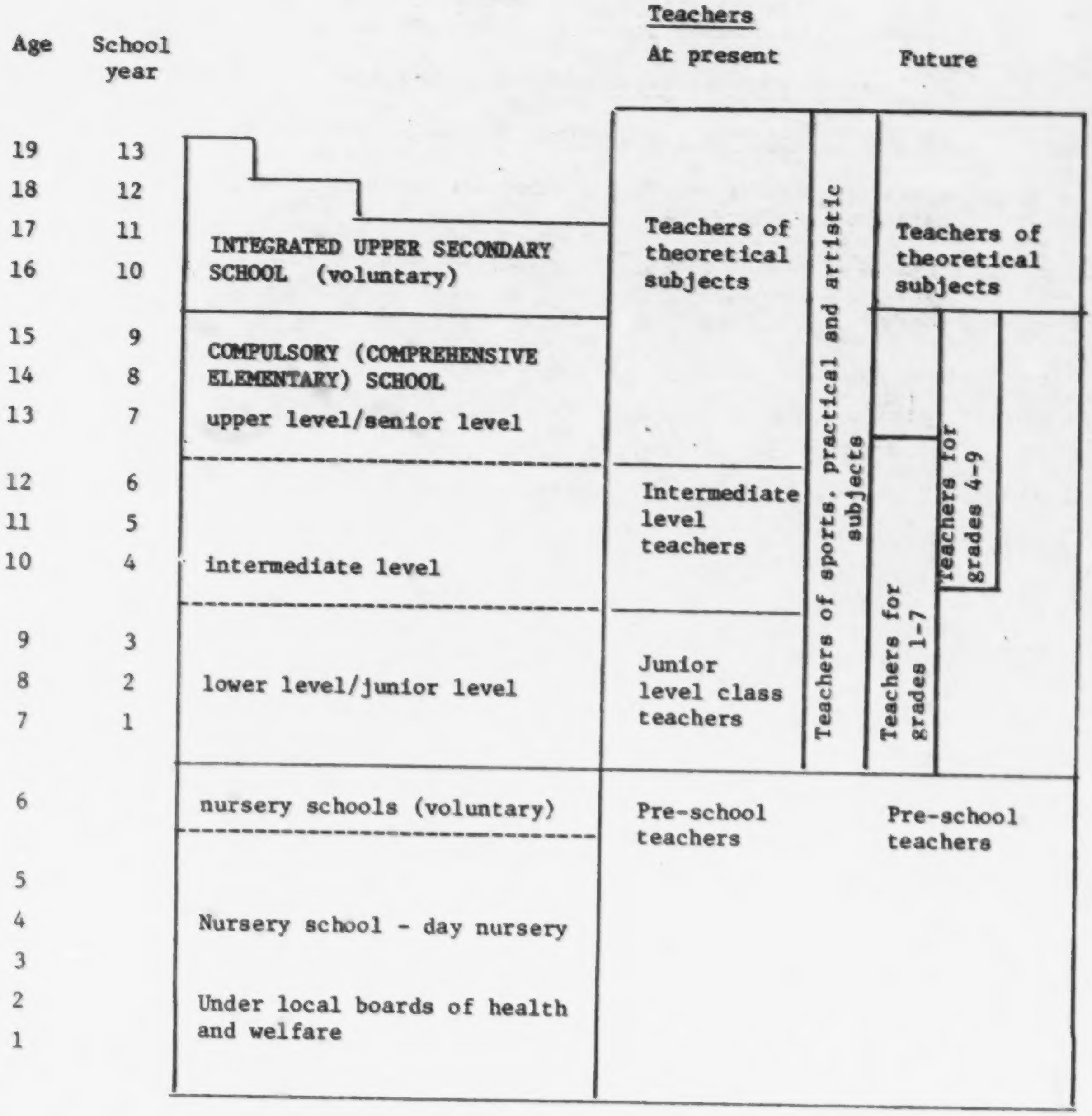
THE SWEDISH SCHOOL SYSTEM


Teachers
Age
School year
At present
Future
19
13
18
12
17
11
16
10
INTEGRATED UPPER SECONDARY SCHOOL (voluntary)
15
9
14
8
13
7
COMPULSORY (COMPREHENSIVE ELEMENTARY) SCHOOL
upper level/senior level
12
6
11
5
10
4
intermediate level
9
3
8
2
7
1
lower level/junior level
6
nursery schools (voluntary)
5
4
3
2
1
Nursery school - day nursery
Under local boards of health and welfare
Teachers of theoretical subjects
Intermediate level teachers
Junior level class teachers
Teachers of sports, practical and artistic subjects
Teachers of theoretical subjects
Teachers for grades 1-7
Teachers for grades 4-9
Pre-school teachers
Pre-school teachers

SWITZERLAND

1. PRELIMINARY REMARKS

The Swiss education system is diversified and largely decentralised, the Confederation allowing the various cantons a large measure of autonomy in educational matters. One cannot really speak of "Swiss" teacher-training, since each canton is free to decide as to structure, content and length. Any attempts to describe all the different forms of training in detail would thus be futile.

2. INITIAL TEACHER TRAINING

a. Pre-primary

Pre-primary teachers are trained in public or private cantonal education establishments, to which the minimum age of admission in German-speaking Switzerland is usually 17 or 18 years. Entrance requirements are the following : 10 years of schooling, followed by a period of practical training with a family or in a childrens home or a crêche ; passes in aptitude tests in singing, drawing, gymnastics and needlework. The training lasts for two or three years and comprises the following main disciplines : child psychology, sociology, art education and crafts.

In French-speaking Switzerland and in Ticino, candidates, on completing their compulsory schooling, enter the pre-primary section of a primary teachers' training college ("normal school"). Their training lasts three or four years.

Only the canton of Geneva requires a school leaving certificate (advanced level).

Post-secondary (university) training for pre-primary teachers is the same as for primary teachers.

b. Primary

For decades, primary teacher training was the responsibility of the "normal schools" (except in the cantons of Geneva and Basle-Urban, where training is provided, in a teachers' training establishment, for holders of the school leaving certificate - advanced level). It used to take 4 years. (Normal schools are secondary education establishments comparable to gymnasiums - another type of secondary school. They take pupils who have completed their compulsory schooling and train them for a vocational diploma (primary education certificate). Certain subjects taught in gymnasiums are replaced, in normal schools, by socio-educational and art subjects). Experience showed that whereas prospective primary teachers in Switzerland thus received a sound general education, their theoretical and practical vocational training left something to be desired.

It was therefore decided, following the example of neighbouring German-speaking countries, to review and reorganise teacher training, starting with primary teacher training. Guidelines for future action were laid down in a report entitled "Training tomorrow's teachers" ("La formation des maîtres de demain") commissioned in the 60s by the Swiss conference of cantonal Directors of public education ; the report's proposals are now being implemented by many cantons.

Two forms of primary teacher training

"Normal school" training lasting 6 years. (A 5-year course - a sort of transitional solution - is currently being provided in most cantons). The basic vocational training starts a year or two earlier than in the case of post-secondary training, but the overall period of training is the same.

Post-secondary training - after the school leaving certificate (advanced level) - lasting 2 years. The basic training provided in the first year of this vocational training course is the same for all categories of teachers. During the second year students can choose, to a certain extent, between different options in terms of discipline groups or teaching level.

c. Secondary (lower)

It is important first to define what is meant by lower-secondary teachers. Most European countries have only two categories of teachers : primary and secondary. Part of French-speaking Switzerland has a similar system. German-speaking Switzerland and some of the French-speaking cantons have a third category of teachers, namely for the lower secondary stage of compulsory schooling (5th/6th to 8th/9th year), with its different sub-divisions.

The names of these categories vary from one canton to another, with no common nomenclature for teachers in identical types of schools. However, they can be divided into two main categories :

- "Reallehrer" : teachers in "Realschulen" (*) which prepare pupils for practical living and give them basic vocational training ;

(*) The "Reallehrer" (a term used only in German-speaking Switzerland) teach in schools which give a grounding in basic subjects. After 4, 5 or 6 years of primary schooling, these "Realschulen" prepare pupils for apprenticeships (not for entrance to higher secondary schools, like gymnasiums).

- "Sekundarlehrer" (secondary school teachers)(x) prepare pupils for upper secondary education or for more demanding forms of vocational training.

The two categories presuppose specialisation in selected disciplines (history and languages or science and mathematics). Their training, the prerequisite for which are a school leaving certificate (advanced level) or a primary teaching certificate, is provided either in an establishment forming part of a university or in an independent higher education institute (Basle, St. Gallen, Aargau). The three years' course comprises methodology and teaching theory, as well as teaching practice. The secondary teaching certificate awarded (Sekundarlehrerpatent) lists the subjects its holder is qualified to teach.

d. Secondary (upper)

General education (Gymnasiums, commercial (diploma) schools, "normal"schools)

To teach in a gymnasium (and often also in a commercial or a "normal" school), candidates must have completed a full university course and obtained a degree or a doctorate either in arts or in science (or in economics). Prospective upper-secondary teachers study educational psychology for one to two years in the university or at special courses organised by the canton. A teacher normally teaches two or three subjects. In French-speaking Switzerland, these teachers also teach in the lower-secondary "guidance" section ("cycle d'orientation").

Vocational education

Vocational training is given either in a full-time school, or in an industry or in an administrative department. This is practical training, with part-time formal education. For the practical training ("maître d'apprentissage") the requirements are a federal vocational qualification and a teacher training qualification from the Swiss Pedagogical Institute for Vocational Training (ISPEP).

Theoretical training (general education) for vocational/technical teachers ("Gewerbelehrer") is provided by teachers trained for two years by the same institution, after obtaining a primary teaching certificate.

For higher technical schools (eg. for gymnasiums, engineering schools), teachers must have university training. Educational psychology courses are organised for them by ISPEP.

Specialised education

Special training is provided for teachers of subjects such as music, art and gymnastics by the appropriate institutions : school of music, art school, physical education school. It may follow schooling at a gymnasium, or primary or secondary teacher training, and lasts at least two or three years.

Specialised teaching (remedial teaching) necessitates special training either at a university or in an independent institution. The Swiss Secretariat for remedial teaching is endeavouring to coordinate and promote such training.

(x) The "Sekundarlehrer" teach in schools preparing pupils for upper secondary education (including obligatory gymnasium classes) and also for apprenticeships demanding higher levels of theoretical or linguistic attainment.

3. IN-SERVICE TEACHER TRAINING

a. Further training for updating (la formation continue)

Continued training can be either obligatory or optional, and follows basic in-service training. It allows teachers to keep abreast of innovations and the latest knowledge. This ongoing training during the teacher's entire working life has developed rapidly since 1970. (Other forms of training include : training during or outside school hours, paid intensive courses, release to attend courses). Continued training for primary teachers is primarily the canton's responsibility. For other categories, institutions have been set up : the Swiss centre for continued training for secondary teachers, the Swiss secretariat for remedial education and the Swiss Pedagogical Institute for Vocational Training. Teachers' associations themselves organise similar courses. The Swiss association for manual work and scholastic reform must also be mentioned in this context. The cantonal officials in charge of continued training have formed an association.

b. Further training for additional qualifications (la formation complémentaire)

Through continued training teachers acquire new qualifications by passing exams and gaining certificates or diplomas. Such training is increasingly based on the units-credits system. At all levels, special diplomas can be obtained, and particular courses qualify for particular posts. All diplomas have salary implications.

4. REFORM

a. 1975 : Experts' report on "Training tomorrow's teachers"

The objectives and systems proposed in this report are at different stages of implementation from one canton to another, the process taking longer where changes were entailed or where changes are planned. Moreover, in both forms of training, vocational training follows a complete general education. It is important to note that, whatever the form of training selected, teacher trainees cannot pick and choose courses, but must follow a well-defined programme. Furthermore, in neither form of training has there been any excessive "academisation", development of the teacher's aptitudes and skills remaining the main objective of the training (ie. the emphasis is on vocational not academic proficiency). In both cases theory and practice are closely linked, theory without practice is pointless, and practice without theory is blind.

b. 1982 : Experts' report on "Training lower-secondary teachers"

This is also a forward-looking report, aimed at improving and coordinating lower-secondary teacher training, which is proving difficult to analyse, at intercantonal level. In view of the complexity of the situation, the authors concluded that since they are dealing with pupils who have the same problems, lower-secondary teachers should be given a common basic training in educational psychology in a common independent institution or at a university. The diversified nature of the training syllabus is particularly appropriate for purposes of teaching in this type of school. Entrance requirements and the length and standard of the basic training should be identical.

5. RESEARCH

See the list drawn up by the Swiss Centre for the coordination of educational research.

6. PROBLEMS

a. Increasing number of women in the teaching profession

b. Unemployment amongst teachers

c. General remarks

- The transformation of an industrial society into a service-industries society has changed the teacher's role : old tasks have given way to new. Ever more abstract and complex subject-matter- and objectives mean bigger demands on teachers. What was accepted implicitly in the past is now called into question ; hence the need to acquire basic knowledge and skills, despite the existence of electronic aids.
- The explosive growth of scientific knowledge has subjected many teachers to a gruelling test. They have been reduced to the status of intermediaries or organisers in the learning process, the role of informer having been taken over by the mass media.
- At a time of growing insecurity, both in social and professional life, the teacher as a human being does not have the right to abdicate : many educational duties performed in the past by a large and healthy family, now have to be discharged almost artificially. In addition to fulfilling their professional role, teachers now have to act as substitute for the family - not a simple task. Personal relations in school are in a constant state of flux.
- School is not an ivory tower where one is at liberty to lay down one's own laws. This negative image is slowly fading. It is recognised that teachers are faced with a process of school/environment osmosis. Only through collaboration with the outside world - teeming with lessons for pupils - can teachers really fulfil their function.

7. STATISTICS

See CESDOC (Swiss Centre for Documentation on Education and Training) Appendix.

8. BIBLIOGRAPHY

See CESDOC list and publication by Peter Metz, CDIP Secretariat, Berne 1983.

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Appendix

INITIAL TEACHER TRAINING IN SWITZERLAND

First-year trainees

Education	1979/80		1980/81		1981/82		1982/83		1983/84	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
	Secondary level II									
Pre-school	679	676	643	639	621	618	808	802	750	744
Primary	1 602	1 113	1 385	972	1 338	971	1 343	959	1 323	926
Specialisation in a discipline	435	433	474	473	443	441	459	458	448	445
Total	2 716	2 222	2 502	2 084	2 402	2 030	2 610	2 219	2 521	2 115
	Tertiary level (non-university)									
Pre-school	83	81	94	92	89	88	100	98	80	77
Primary	923	622	619	429	977	680	852	567	855	572
Secondary I (selective section)	261	54	246	68	157	39	269	93	170	51
Secondary II (to leaving certificate (advanced level))	97	39	89	51	134	54	139	58	146	72
Specialisation in a discipline	324	187	291	165	319	193	263	156	291	159
Total	1 688	983	1 339	805	1 676	1 054	1 623	972	1 542	931

Source : Federal Statistics Bureau.
Statistics on pupils, 1982, 1983

Statistics Section
M. Racovitza
26 July 1985

TURKEY

I. INITIAL TEACHER TRAINING

1. Pre-primary

Article 19 of the Basic Education Act No. 1739 and Article 13 of the Primary Education and Instruction Act also apply in respect of children below the age of compulsory schooling.

Teachers at this level have university-level training in the education and development of children. In the event of a shortage, additional teachers may be recruited, after pre-primary training, from among the primary school-teachers.

In addition to undergraduate teachers (those having completed two years of advanced study), graduates of vocational secondary technical schools for girls (education and child development section) may also become pre-primary teachers.

2. Primary

Primary school : 5 years

Lower secondary : 3 years.

The former alone is compulsory.

Primary school-teachers are trained at advanced schools (two years beyond secondary level), while those at secondary schools hold degrees from advanced schools (two-, three- or four-year courses).

3. Upper secondary

Article 43 of the Basic Education Act stipulates that all teachers must complete an advanced-level course. At present, candidates must also pass an examination before they can begin teaching. The following subjects are covered :

- Turkish literature and language
- mathematics
- philosophy
- history
- geography
- art history
- ethics and religious instruction
- biology
- physics
- chemistry
- painting
- foreign languages (German, English, French)
- music
- physical education.

Teachers in the girls' technical secondary schools are divided as follows :

- teachers of general education ;
- teachers of workshops and trades ;
- teachers of laboratories and technical vocations ;
- pre-primary education teachers.

II. IN-SERVICE TEACHER TRAINING

1. Pre-primary and primary

Further training to improve teachers' qualifications.

Summer seminars are held on particular subjects ; these are compulsory. Other classes are held at the teachers' request to provide in-service training for them.

2. Secondary

Teachers are trained in accordance with Civil Servants Act No. 657, Basic Education Act No. 1739 and Primary Education Act No. 22.

The in-service training of teachers is organised as follows :

a. Training of candidates

Basic training :
General instruction and training.

Preparatory training :
Candidates are taught about the structure and working of the organisation in which they are to be employed and the structure of other organisations, depending on their level and speciality.

This is followed by a period of practice teaching.

b. Further training

In refresher courses, past training is reviewed.

Adaptation courses are run as required by technological change and new legislation.

c. Study for advancement

A teacher who has been successful and seeks promotion can take in-service courses for teachers.

III. REFORMS

1. Extension of pre-school education to the whole country.
2. Compulsory schooling to begin at age 6.
3. The school-leaving age to be raised.

IV. RESEARCH

1. Project involving 16 independent nursery schools.
2. Project involving primary schools.
3. Primary education assessment.

V. PROBLEMS

1. A disproportion exists between theoretical training in the teacher's special subject and teaching practice.
2. There is a shortage of teachers in primary teacher training colleges.
3. There is also a shortage of subject teachers in some fields.
4. Resources are inadequate in relation to educational objectives.
5. Owing to financial problems, not all teachers have the benefit of in-service training.
6. Teachers must follow developments in technology and industry.
7. The advanced schools at which teachers are trained should be independent and are in need of improvement.

ENGLAND AND WALES

I. INITIAL TEACHER TRAINING

The qualification of teachers

1. All those employed to teach in publicly maintained schools must, with some limited exceptions, be qualified teachers. Generally, this means that new entrants to teaching must have successfully completed a course of initial teacher training approved by the Secretary of State for Education and Science. As from September 1984 they must also have achieved minimum standards in mathematics and English. All entrants to the teaching profession are now normally graduates, and the Government is committed to the target of an all graduate school teaching profession.

Structure of provision

2. In the early 1970, 27 universities and 180 public sector institutions in England and Wales were engaged in initial teacher training, producing some 40,000 newly trained teachers each year, some 75% of them non-graduates. In 1977, with the prospect of falling school rolls, the system was reduced to one based on 27 universities and 84 public sector institutions in England and Wales with a planned output of 17,000 newly trained teachers each year. Further changes were announced in 1982 in the light of continuing falling rolls in secondary schools but an expected upturn in primary pupil numbers after 1985. The opportunity was also taken to rationalise provision and locate initial teacher training wherever possible in larger, diversified institutions. Since the 1982 reorganisation initial teacher training has been provided in 62 public sector institutions and at 29 universities in England and Wales. For 1986-89 the intake targets announced in March 1985 (see Statistics) imply a considerable expansion in primary training and an expansion in intakes to some secondary courses particularly in shortage subjects. Decisions on their initial distribution will be announced later in 1985.

3. The initial teacher training system offers courses of two main types leading to qualified teacher status : three or four-year undergraduate courses leading to the Bachelor of Education (BEd.) degree ; and one-year postgraduate courses leading to the Postgraduate Certificate of Education (PGCE). Both types of course are available to students training for primary or for secondary teaching. Three-quarters of primary intakes however are to BEd. courses while three-quarters of secondary intakes are to PGCE courses. Most BEd. places are in public sector institutions while PGCE places are distributed more evenly between the universities and the public sector.

II. IN-SERVICE TEACHER TRAINING

4. In-service education and training (INSET) for teachers covers a broad variety of activities ranging from ad hoc working groups of teachers in schools and local authority teachers' centres to major courses at higher education institutions which lead to academic awards such as degrees and diplomas. There is no statutory requirement on teachers to undertake INSET, nor do they have an entitlement to release for a set number of days each year.

5. The major responsibility for planning and providing INSET rests with local education authorities, as employers of most teachers, in partnership with teacher training institutions. Annual expenditure by local authorities on INSET for school teachers is approximately £ 100m, divided fairly evenly between the costs of releasing teachers to undertake training and the costs of provision. Central Government provides financial support for this expenditure mainly through the Rate Support Grant (a block grant which applies to local authority expenditure generally) and through a specific grant intended to promote training in designated areas of national priority. For 1985-86 the designated areas for schoolteachers are :

i. Management training for Headteachers and senior staff ;

ii. Mathematics teaching ;

iii. Science teaching ;

iv. Pre-vocational education in schools ;

v. Special education needs in ordinary schools ;

vi. The teaching of Crafts, Design and Technology ;

vii. For Wales only, Welsh language teaching.

In addition, there is a special scheme to support training for the introduction of new arrangements for examinations (the General Certificate of Secondary Education). For 1985-86 and 1986-87 the Manpower Services Commission is administering an interim scheme to stimulate training to promote the development of technical and vocational education and more practical relevant teaching across all areas of the curriculum.

6. The scale of current INSET activity is difficult to measure. Latest figures suggest that, in 1983-84, local authorities released about 1.6% of the teacher force (6,500 full-time equivalent teachers) from normal teaching duties to undertake INSET. This figure does not include very short periods of release. The number of teachers from local authority maintained schools attending long courses (ie. full-time courses of four or more weeks or part-time courses of more than 60 hours) in 1983-84 stood at about 21,500.

III. REFORMS

Initial teacher training

7. The 1983 White Paper "Teaching Quality" expressed the Government's view that the depth and rigour of initial teacher training should be commensurate with the standards which obtain generally in British higher education. It proposed action to strengthen initial teacher training ; to promote the recruitment to it of academically well-qualified people ; and to improve the match between qualifications and training and teaching programmes. In particular, it announced the Government's intention to issue criteria for the assessment of all courses of initial teacher training and proposed that a review of all existing courses should take place, with the possibility that approval would be withdrawn from those which failed to satisfy the criteria.

8. After a period of consultation with interested bodies, the Government issued Circular 3/84 (April 1984) announcing the establishment of the Council for the Accreditation of Teacher Education (CATE), with a remit to review existing approved courses of initial teacher training, and scrutinise proposals for new ones, against a set of rigorous criteria. The criteria relate to :

i. Selection of students : Institutions should have adequate procedures, including in all cases a personal or group interview, for assessing candidates' personal and intellectual suitability for teaching. Experienced practising school teachers should be involved at the interview or some other stage of the selection process.

ii. Academic and professional content of courses : The higher education and initial teacher training of all intending teachers should include the equivalent of at least two full years course time devoted to subject studies at a level appropriate to higher education. A wide area of the curriculum might constitute the primary student's specialism, but all primary teachers should be equipped to take a particular responsibility for one aspect of the curriculum. Courses should include adequate attention to the methodology of teaching the chosen subject specialism, and courses for primary teachers should include at least 100 hours each devoted to the teaching of language and mathematics, as well as adequate coverage of the rest of the primary curriculum. Students should be prepared to teach the full range of pupils whom they are likely to encounter in an ordinary school with their diversity of ability, behaviour, social background and ethnic and cultural origins, and should be introduced among other things to the subject of special educational needs.

iii. Practical element of training : Not less than 15 weeks of any course, and not less than 20 weeks of a four-year BEd course, are to be devoted to school experience and teaching practice, and in no case is a qualification carrying qualified teacher status to be awarded to a student whose practical classroom work is unsatisfactory.

iv. Links between training institutions and schools : Courses should be developed and run in close working partnership with schools and practising school teachers. The staff of training institutions who are concerned with pedagogy should have enjoyed recent success as teachers, and should maintain regular and frequent experience of classroom teaching.

9. Courses approved under the criteria will prepare teachers to work with pupils within a specific age range and, in the case of secondary courses, to teach one or two specific subjects. Teachers will not be formally limited to teaching the age-range and subjects for which they have trained, but employers and schools will be expected to take this into account in order to improve the match between the formal qualifications of teachers and the teaching programmes assigned to them.

10. CATE started work in September 1984 and is expected to complete its first review of courses within three to four years. By summer 1985 it had reviewed initial teacher training courses at nine institutions.

In-service teacher training

11. In the 1985 White Paper "Better Schools" the Government recognised that its policies for improving standards in schools would make increasing demands on teachers' practical teaching skills, their breadth and depth of subject knowledge and their knowledge of and skills in assessment, and that extensive INSET would be needed to equip teachers to respond to these demands. It concluded that, in order to make better use of the available resources, a much more systematic approach than hitherto was required to the planning of INSET at school and local authority level. The Government therefore proposes to introduce a new system of funding local authority expenditure on INSET, through wider use of specific grant. It is envisaged that the new grant would comprise two parts : one part would continue the existing support for areas of national priority ; the other would be a general grant for INSET planned to meet locally assessed priorities. Each local authority would be required to submit information about its plans for INSET, including arrangements for identifying teachers' needs for INSET and for the making good use of teachers who had benefited from INSET. Responsibility for planning and implementing much INSET would continue to rest with the local authorities but within a framework which would lead to more effective planning and management. It is proposed that, subject to the necessary legislation being passed, the new arrangements should come into operation in 1987-88.

IV. RESEARCH

12. Relevant research supported by central government in recent years has included the following :

i. The Teacher Education Project (University of Nottingham 1976-81) was aimed at helping students in initial training with their classroom practice. The results have been widely used in in-service training and published as a book, "Classroom Teaching Skills" (1984).

ii. A team from the University of Cambridge is monitoring and evaluating four school-based postgraduate courses which link training very closely with practical school experience. The final report is due in 1986.

iii. The Industrial and Commercial Perspectives in Teacher Education project at the Universities of Bath and Southampton is concerned with the development of materials to help students in initial teacher training to relate their subject teaching to the worlds of industry and commerce.

iv. The In-service Teacher Education Project 1978-81 at the University of Bristol showed that it was possible to conduct whole school evaluation in a way which stimulated staff to think about their in-service training needs and, with the cooperation of the local education authority, to meet those needs by carefully designed internal and external provision.

v. The Initial Training/In-Service Training Project - IT/INSET - (Open University 1978-81) developed a model whereby initial training tutors, students and teachers work together in the classroom. It led to the establishment of the Centre for the Evaluation and Development of Teacher Education at Leicester University.

vi. The National Development Centre for School Management Training at Bristol is being funded for 3 years (1983-86) with the aim of improving the effectiveness of management training for head teachers and senior staff in maintained schools in England and Wales.

V. PROBLEMS

13. A continuing problem is the shortage of teachers in certain subjects - in particular mathematics, physics and craft, design and technology, subjects where young people with the right background are in demand from other sectors of employment. The Government has introduced a scheme of special awards for teacher training in crafts, design and technology, and will continue to give consideration to other ways of increasing recruitment. Within the in-service grants scheme (see paragraph 5 above), the Government is promoting training for teachers of mathematics who are inadequately qualified in the subject and training to strengthen the teaching of design-based technology courses.

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VII. STATISTICS

Intakes to Initial Training 1981-84

	1981	1982	1983	1984
Primary BEd				
Universities	240	202	261	308
Public Sector	4016	4876	5421	5946
Primary PGCE				
Universities	482	368	458	512
Public Sector	1433	989	1283	1491
Secondary BEd				
Universities	224	291	308	306
Public Sector	2499	2303	1564	1445
Secondary PGCE				
Universities	5215	4420	4285	4134
Public Sector	4574	3479	2639	2565
	18683	16928	16218	16707

Secondary Subject Intakes, 1984

	PGCE	BEd
Art	401	8
Drama	89	36
History	369	4
Music	307	31
RE	249	42
English	815	18
Languages	863	4
Social Science	214	6
Geography	356	4
Business Studies	108	88
Mathematics	801	209
Biology	412	38
Chemistry	410	9
Physics	408	17
Combined Science	41	23
Other Science	58	3
Craft, Design and Technology	211	276
Physical Education	240	516
Home Economics	118	302
Youth/Community	0	61
English as a Foreign/Second Language	106	0
Special Education	105	56
Other	18	0
	6699	1751

BEd : Bachelor of Education
PGCE : Postgraduate Certificate of Education.

Proposed Intakes 1985-1989 (As proposed by the Secretary of State 25 March 1985)

	1985 (already allocated)	1986	1987	1988	1989	% increase
Primary BEd						
Universities	340	425	525	600	700)	20%
Public Sector	6110	6375	6625	6850	7050)	
Primary PGCE						
Universities	670	750	825	900	975)	47%
Public Sector	1500	1700	1875	2050	2225)	
Secondary BEd						
Universities	354	425	475	525	575)	38%
Public Sector	1660	1750	1900	2050	2200)	
Secondary PGCE						
Universities	4888	4500	4500	4500	4500	
Public Sector	2530	2575	2575	2575	2575	-
TOTAL	9032	9250	9450	9650	9850	

BEd : Bachelor of Education

PGCE : Postgraduate Certificate of Education.